

SOCIOLOGY OF AGING SPRING 2016

SOCL 504 001 22635 /GRNT 504 001 22775 3 credit hours
112 SIMS SCIENCE BUILDING
MW 6:30-7:45 PM

Mrs. Lee Q. Miller
Office 101 Sims or 212B Sims
Office hours: MW 5-6 PM
or by appointment

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This syllabus is subject to changes. These changes will be relayed to you via email **and** during class. Please make sure you check your email daily. If you are absent from class, please contact me and/or check with a classmate to determine if there were any assignment changes.

Course Description

The Sociology of Aging course provides students with a comprehensive understanding of the process of aging and senior adults. This course reflects the multi-disciplinary field of gerontology, which includes the historical, cultural, biological, physiological, psychological, and social aspects of aging. Our focus is the sociology of aging with an emphasis on “aging well.”

University **Learning Competencies/Outcomes/ Goals**

Competency 1: Winthrop graduates reason, think critically and solve problems. On a practical level, students will acquire knowledge and be able to apply techniques about how making certain choices can improve your longevity and quality of life.

On an academic level, the text and instruction will provide knowledge of core methodological and theoretical issues as well as the interdisciplinary perspectives of aging. Social aspects, economics, health, dying and death, and politics of aging are also covered in the course.

Competency 2: Winthrop graduates are personally and socially responsible. Students will also acquire information that they can share with parents and grandparents about how they can age well. The knowledge that you gain in this course will be useful to you professionally, regardless of your occupation. The students will develop volunteer training opportunities that will fit their schedules and the needs of an organizations or individual.

Competency 3. Winthrop graduates understand the interconnected nature of the world and time in which they live. Aging and The Life Course (Transitions Across The Life Span) will be an important learning experience as it applies to the field of social gerontology. They course will provide a connection of your personal concerns about aging to larger structural issues such as care of frail elderly, political decisions, societal resources for the aging and careers in gerontology.

Competency 4: Winthrop graduates communicate effectively. Evaluation of student performance will include tests, quizzes, speakers & reflections, writing assignments and a research paper. These writing and oral presentations will strengthen communication skills as they express and exchange ideas.

STUDENT LEARNING OUTCOMES

On a practical level, students will acquire knowledge and be able to apply techniques about how making certain choices can improve your longevity and quality of life. You will also acquire information that you can share with your parents and grandparents about how they can age well. Finally, the knowledge that you gain in this course will be useful to you professionally, regardless of your occupation.

On an academic level, the text and instruction will provide knowledge of core methodological and theoretical issues as well as the interdisciplinary perspectives of

aging. Social aspects, economics, health, dying and death, and politics of aging are also covered in the course.

Aging and The Life Course (Transitions Across The Life Span) will be an important learning experience as it applies to the field of social gerontology.

Evaluation of student performance will include tests, quizzes, a group project and presentation, writing assignments and a research paper. You will hone your critical thinking and writing skills with these assignments.

As your instructor I hope to provide a connection of your personal concerns about aging to larger structural issues such as care of frail elderly, political decisions, societal resources for the aging and careers in gerontology. You will be provided with information about possible volunteer opportunities within organizations and individuals.

GRADUATE STUDENT REQUIREMENTS

1. **Graduate students** will meet all requirements of undergraduates in the course as outlined in the syllabus.
2. **Graduate students** will be required to give (during class) a 20 minute presentation on a related aging topic pre-approved and scheduled with instructor.
3. **Graduate Students'** research paper will be 12 pages with 10 resources.
4. **Graduate Students'** tests and final exam may be essay intensive.

COURSE ORGANIZATION AND LEARNING ENVIRONMENT

Course information is presented through readings (textbook & assigned articles), lectures, homework assignments, in-class exercises, discussions, videos and one field-trip.

The learning environment consists of:

Students - whose responsibilities include:

- attending class
- completing all writing assignments by due date
- completing all readings by the assigned dates,
- participating in class discussions, group projects
- completing Research Paper by due date
- taking tests and quizzes
- showing respect for others.

Instructor - whose responsibilities include:

- attending class
- facilitating classroom discussions
- acting as a resource for course information
- providing feedback on student ideas and learning
- showing respect for others.

Classroom Behavior Expectations

- All students should consider the classroom a safe environment.
- You will be treated with respect regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability.
- Diversity of thought is appreciated and encouraged.
- You should pay attention by discussing and listening. No sleeping, reading newspapers, or doing work that is not part of the class.
- No use of cell phones or hand held technology will be allowed. You will receive a Zero if using during test, other times will result in point deductions.

An appropriate use of hand-held technology has been approved by the college of Arts and Sciences. You will be responsible for adhering to this policy and may view it at <http://www2.winthrop.edu/artscience/AppropriateUseApprovedPolicyMar2010.pdf>.

Student code of conduct: As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online *Student Handbook* (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>). More explicit policies relative to a specific discipline/department may also be posted in a syllabus.

REQUIRED READINGS

1. *Aging and the Life Course: An Introduction to Social Gerontology Sixth Edition* by Jill Quadagno (2011) McGraw Hill, New York
2. Each chapter should be read by the date listed on the syllabus. You will be tested on material in the text
3. Assigned Readings (see below)

COURSE REQUIREMENTS

1. **Reading Assignments:** All readings should be completed on the assigned dates. The readings will be sent to you via an email attachment (SOCL504001@class.winthrop.edu or GRNT504001@class.winthrop.edu listservs) usually on Friday of each week, to be read for the following week’s classes. Please make sure you are subscribed to the list- serv. Discussion can only take place when everyone is familiar with the topic.
2. **Tests:** There will be three tests and the final exam, consisting of multiple-choice, short answer and essay questions. (Each test is worth 100 points)
3. **Final Exam** will be worth 100 points
4. **Quizzes:** There may be frequent announced or unannounced quizzes (multiple choice, short answer, or fill-in the blank).
5. **Assignments:** There will be three (3) writing assignments (3 pages typed - **60 points each**). See syllabus for detailed requirements
6. **Research paper on Aging Well:** Your topic will be related to age or aging issues discussed during the course. A minimum of 8 typed pages, **excluding** references, title page, and abstract. A minimum of 8 professional references required. (See handout for detailed requirements). **100 points. Graduate students** will be required to have 12 pages and 10-12 references for their papers.
7. **Reflections** after each speaker, presentation and field trip (1) will be important to assure connection between event and course material. These reflections should be at least one page and express your understanding and connection to the course, not just a repeat of the event. Make the connection!

This course will require organization and a commitment to excellence in order to meet the requirements set forth in the course. This is a 500 level course and the bar is set high, but I know each of you will meet the expectations and enjoy the process - if you stay focused. You are encouraged to not procrastinate on any assignments. I encourage you to come to class prepared and willing to discuss topics related to aging and social gerontology. You will be amazed at how much knowledge you will gain about the aging process. Hopefully, you will develop an eagerness to learn even more.

I will be available to assist you whenever you need assistance. I can always be reached by telephone 323-4922 or in my office at 101 Sims or 212B or via email at millerl@winthrop.edu . Communication is important to your success. Enjoy the class.

GRADES

Grades are determined by calculating the percentage of the total points you earn (i.e., dividing the points you earn by the total possible points.) There are a total of 780 points to be earned.

Grading Scale			
94-100%	A	Tests and Exam	400
90-93%	A-	Writing Assignments	180
87-89%	B+	Research Paper	100
84-86%	B	Bibliography	10
80-83%	B-	Outline	10
77-79%	C+	Rough Draft	20
74-76%	C	Quizzes	20
70-73%	C-	Class Participation	40
67-69%	D+	includes reflections	
64-66%	D	TOTAL 780 points	
60-63%	D-		
59 -0%	F		

CLASS ATTENDANCE:

Attendance to all classes is recommended and encouraged. If you miss more than THREE (3) days of class, I will deduct 5 points from your total points for every absence after the 3. You may miss extra credit opportunities and important in-class discussions. Official documentation may be provided for absences due to family death or personal illness.

Tardiness: You may be considered absent if you come to class more than 5 minutes late. Repeated tardiness will lead to deduction in grade.

Leaving Early: You will be considered absent if you leave class early without my permission.

Make up tests will only be given with **authorized excused** absence documentation. No quizzes will qualify for make-up.

Assignments will not be accepted past the due date. You may email assignments if needed

Students with Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability and need classroom accommodations, please contact Tina Vires, Director of the Office of Disability Services at 323-3290, ext. 6174 as soon as possible. Once you have your Professor Notification Form, please tell me so that I am aware of your accommodations well before the first {test/paper/assignment}. If you have questions about accessibility statements or other accommodation issues, please contact ODS.

Winthrop's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success.

COURSE OUTLINE AND ASSIGNMENTS

Jan 11 Introduction & Course Expectations

**Chapter 1 – The Field of Social Gerontology-
Ageism**

Jan 13 Chapter 1 cont'd

Profile of Older Americans and Careers in Social Gerontology

Jan 18 NO CLASS MLK holiday

Jan 20 Chapter 2 – Life Course Transitions

Jan 25 Speaker Alzheimer's and reflection paper due 1/27

Jan 27 Chapter 3 –Speaker on Successful Aging Jim Monaghan

Feb 1 Chapter 3 - Theories of Aging read chapter before class

- Feb 3 Chapter 4 – Demography read chapter before class**
*** 1st writing assignment due**
- Feb 8 Test # 1 Chapters 1,2,3,4**
- Feb 10 Chapter 5 – Old Age and the Welfare State read chapter before class**
- Feb 15 Chapter 6 Biological Perspectives on Aging read chapter before class**
***Discussion of research paper materials to guide the process You will want to be sure and be in class**
- Feb 17 Chapter 7 Psychological: Perspectives on Aging read chapter before class**
Select Research Paper Topic & submit brief description typed
- Feb 22 Speaker on Dimensions of Wellness in Aging population- reflection paper due Feb 24.**
- Feb 24 Test # 2 Chapters 5, 6, 7**
- Feb 29 Chapter 8 Family Relationships and Social Support Systems**
***Second Writing Assignment Due**
- Mar 2 Chapter 9 Living Arrangements read chapter before class**
- Mar 4 Andrew Jenks Room 335 reflection due March 9 via email**
- Mar 9 Field Trip Westminster Towers directions via email**
Reflection paper due 3/21 via email
***Bibliography Due before leave for spring break via email**
- Mar 14-18 Spring Break**
- Mar 21 Chapter 10 Work and Retirement**
- Mar 23 Chapter 11 Health and Health Care read chapter before class**
- Mar 28 No class held but Outline for research paper due by 10 pm. via email**
- Mar 30 Test # 3 Chapters 8, 9, 10**
- Apr 4 Chapter 12 Caring for the Frail Elderly**
***Third writing assignment**
- Apr 6 Phillip Corson Advanced Directives**
Reflection due April 11
- Apr 11 Chapter 13 Dying Death & Bereavement**
- Apr 13 Rough draft due**

Apr 18 Chapter 14 Poverty & Inequality

Apr 20 Graduate Student Presentation

Apr 25 Last Class EXAM Review and

*****Research Paper due can be turned in during class or delivered to my office between
9a.m.– 5pm**

May 2 EXAM Chapters 11, 12, 13, 14, 15, 16

Monday 6:30 pm Sims 112 Final Exam

This is the only time this exam will be given.

WRITING ASSIGNMENTS

All writing assignments are to be 3 pages, double-spaced, 12 pt font, Times New Roman, 1 inch margins. The 4th page of this assignment should be a cover page with your name, date, your email address and the title of the assignment. The 5th page should be your Works Cited page in APA format.

- 1.** Go to the library and review two research articles, from two major gerontology journals (e.g. The Gerontologist, The Journal of Gerontology, see your list). Both articles should deal with a single topic that interests you (e.g. family, housing, ageism, recreation,). Report should include description and explanation of the methods used, the findings, and conclusions, a synopsis of the abstract. These items will be used in your research paper so play close attention to the format in the articles. Use critical thinking!!!
- 2.** Write an essay. “What Will I Be Like When I am 75?” Describe/discuss your physiological and psychological state: self, environment, social world activities. What caused you to be in that state? How will you adapt to the states you have described? How do you think you will adapt to your condition at that time? Discuss how you might improve the outcome you have described. What resources will be available for you?

3. Create a Written Plan of Action for you that will enable you to age successfully. Include programming from a holistic point of view- emotionally, physically and economically. This should be detailed and provide specifics as to how you will incorporate successful aging into your personal life experience. This can be done decade by decade. You may also approach this from a client's perspective that is under your supervision or care. You may include materials from the Dimensions of Wellness speaker.

OR

Reminiscence and life review provides an opportunity to reflect and make sure one's life experience is shared in a meaningful way. It insures how one will be remembered by those important in his/her life. Assist an elder of your choosing to reflect and create a legacy letter for their family members. Handout available for instructions.

SOCIOLOGY OF AGING (SOCL/GRNT 504) RESEARCH PAPER ON AGING WELL (PAPER IS DUE April 25 2015 6:30 pm)

In the past, most research in gerontology reflected a "problem oriented approach" to the study of aging and older people. While many older people experience disability, institutionalization, poverty, and even abuse, most older people maintain a satisfactory quality of life. Consequently, recent research has focused on positive, adaptive aspects of aging, using such terms as "aging well," "successful aging," or "optimal aging."

Use an aging well approach for this paper. Choose an aging or gerontology-related topic that is of personal or professional interest to you. You may address an age or aging related problem but also consider how it might be overcome personally and/or socially through programs, policies, or services. You will develop the paper through the following process:

1. Statement of the Topic: Describe the topic of your paper in one or two sentences. Then write a one-page statement in which you explain the topic in more detail. You will discuss why the topic is of interest to you and also why it is an important issue for society. Use examples. Describe exactly what you want to research. For instance, if you are interested in elder abuse, identify the specific aspects of abuse you will discuss in the paper, such as the causes of abuse or ways to prevent abuse. You will hand in your statement of the topic **by February 17**. I will review and approve your topic and provide suggestions.

2. Literature Review: Review the current research literature on your topic. You will need at least 10 articles and books for this paper. (No more than half the references can be books.) Your sources must be professional journals/books and not popular press. Hand in copies of the articles with the final paper. **I must approve your references before you write the paper. Literature Review is due March 9.**

3. Outline is due March 28 via email

4. Rough Draft and Peer Edit is due April 13.

5. The Paper: The final paper should include an introduction, body, and conclusion. The introduction is a more fully developed discussion of issues described in Item #1 above. In the body of the paper, you should summarize and critique findings from professional sources (articles and books) from your literature review. Describe what you thought was good about the research, bad about it, and how you would improve upon it. For example, discuss the types of research methods used to study the topic. Based on what you have learned from your professional sources, make suggestions for future research, policies, and/or programs. (Use APA Documentation Style)

The Paper is due no later than Apr 25 at 6:30 pm. You may turn it in during the last lecture on April 25 or you may deliver it to my office 101 Sims on April 25 between the hours of 8:30a.m. – 5p.m.