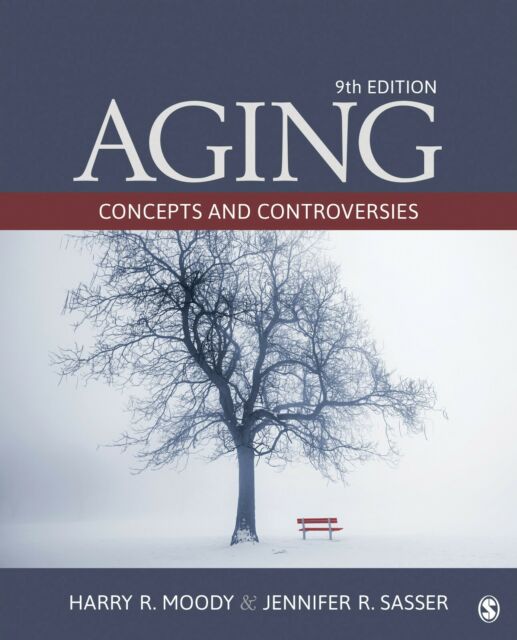
**SOCIOLOGY OF AGING**

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| SOCIOLOGY 4160/5160-01 |  |  | PROFESSOR: DR. JENNIFER TABLER |
| FALL 2020 |  |  | E-MAIL: jtabler@uwyo.edu |
| ROOM: Classroom Building 103  TIME: 2:55-4:10 (via Zoom or in-person, Thursdays only) |  |  | OFFICE: A&S 303  ZOOM OFFICE HOURS: Tuesdays 11:00-12:30 & Wednesdays 11:00-12:30 (or by appointment) |

**Required Textbook:**

*Aging: Concepts and Controversies* (9th edition). By Moody & Sasser.

Supplemental Material will be posted online via WyoCourses

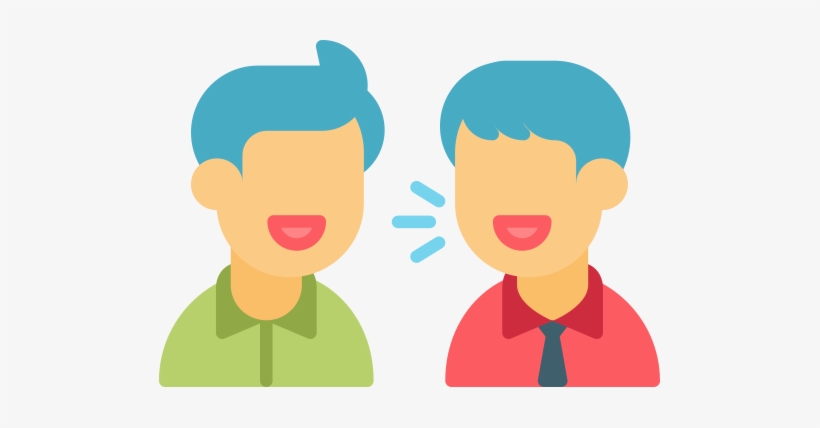
**Prerequisite:**

*Soc 1000 or equivalent + 6 hours of Sociology*

# COURSE DESCRIPTION:

An analysis of aging within a social context. This course examines societal level issues of age across time and across cultures as well as the process of aging for individuals with an emphasis on health, social statuses, social engagement, and interpersonal relationships. In the *first unit* of the course students will be exposed to a life course perspective on aging. In the *second unit*, we will address controversies surrounding aging, caregiving, and healthcare. In the third and *final unit*, we will examine the economic and social outlook for an aging society.

**COURSE FORMAT:**



This course is a “flipped” course; this course will blend online and in-person instruction. Lectures will be posted online as short videos. Activities and discussions will be completed synchronously in-person or via Zoom (pending attendance information) during our Thursday scheduled time.

**LEARNING OBJECTIVES:**

The goals of this course are three-fold. At the end of the course, the learner should be able to:

**Identify** issues facing aging populations both in the US and abroad

**Apply** social theory to contemporary issues of aging

**Evaluate** current policy and interventions to address the needs of an aging society

**GRADUATE-LEVEL STUDENTS (5160):**

Graduate students will have additional weekly readings (available online), with and will need to submit 5 total reading reflection papers. The final paper will have additional requirements, related to quality and length (~10 pages). Graduate students can work together on interviews in order to “pool” data, but are REQUIRED to have separate papers. Graduate students are also required to be a resource for undergraduates in the class struggling with the interview assignment.

*Weekly reflection papers 15%, In-class activities 20%, Interview assignment 25% + Presentation 5%, Exams 35%*

**WYOCOURSES:**

As a resource for this class, a WyoCourse site is available to you. This site provides the opportunity to have all of the course materials in one place that is accessible to everyone. Assignments and announcements will be posted to this site. As part of the requirements for this class, you are expected to check and use this site regularly. **Make sure to check your UW email as this is the address that will be utilized for any posted announcements.**

**COVID-19:**

During the pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie, the University of Wyoming, and the State of Wyoming. Wear face coverings when you are with others, stay the required physical distance apart from others, take required COVID tests for campus presence and travel, and report your health status in COVID app daily.

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| **A** | 90-100% |
| **B** | 80-89% |
| **C** | 70-79% |
| **D** | 60-69% |
| **F** | 59% or below |

# Grading Policies:

Grades will be assigned as follows:

# EVALUATION:

* **Weekly activities, discussions, and mini-quizzes**: Assigned weekly across the semester (and generally due on Fridays). Lowest grade dropped—*25% total*
* **Interview assignment**: Students will be required to find an elderly “informant” (age 65+) to interview on a given topic. Due to COVID-19, you can complete your interview via phone or zoom, or in-person, if the older adult is comfortable. Small assignments related to the paper will be due across the semester and culminate in a final paper. Final papers will be approximately 6-8 pages in length.—*25% total*
  + **Presentation on interview—***5% total*
* **Three exams:** Exams are not comprehensive. Students will be required to complete the multiple choice portion of the exam, but will then be asked to choose one of two essays to complete—*45% total*

***Make up exams or extended time on assignments must be discussed and approved by the instructor before the due date/exam date.***

**UNIVERSITY-WIDE POLICIES**

# UNIVERSITY EXCUSED ABSENCE:

In order to be excused from an examination, a valid University excuse or doctor’s excuse must be obtained. University excuses can be obtained from the Office of Student Life. The Office of Student Life (OSL) will provide the excuse, provided the students' absence meets the criteria for an authorized absence. For further information on obtaining an excused absence, contact the OSL or visit their website at: <http://uwacadweb.uwyo.edu/OSL/absences.htm>.

**STUDENTS WITH DISABILITIES:**

It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with University Disability Support Services (UDSS) in the Student Educational Opportunity offices, Room 330 Knight Hall, and provide UDSS with documentation of your disability. <http://www.uwyo.edu/udss/>

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:**

The faculty and staff of the University of Wyoming actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination. DUTY TO REPORT: In accordance with University policy (see UW regulation 4-3), your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he/they becomes aware during this course through writing, discussion, or personal disclosure. More information, including access to confidential resources, can be found at <http://www.uwyo.edu/reportit/policies/index.html> and <https://uwyo.instructure.com/courses/529084/external_tools/41356>

**CLASSROOM STATEMENT ON DIVERSITY:**

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

**CLASSROOM BEHAVIOR POLICY:**

At all times, treat your presence in the classroom and your enrollment in this course as you would a job. Act professionally, arrive on time, pay attention, complete your work in a timely and professional manner, and treat all deadlines seriously. You will be respectful towards you classmates and instructor. Spirited debate and disagreement are to be expected in any classroom and all views will be heard fully, but at all times we will behave civilly and with respect towards one another. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. As the instructor, I have the right to dismiss you from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs.

**ACADEMIC DISHONESTY:**

Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an “F” on an exam, an “F” on the class component exercise, and/or an “F” in the entire course. Academic dishonesty means anything that represents someone else’s ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically. Please see: <http://www.uwyo.edu/as/student-appeals/academic-dishonesty.html>

**COURSE SCHEDULE:**

The schedule and procedures in this course are subject to change (and probably will) at the discretion of the instructor. In order to stay current with announcements regarding the schedule, you will need to attend and be on time for class, and check WyoCourse regularly. *\*SUBJECT TO CHANGE, CHECK WYO COURSES REGULARLY\**

**UNIT ONE: LIFECOURSE PERSPECTIVE ON AGING**

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| Week 1: Introduction to the Sociology Aging | Readings: |
| Aug 25 & 27th | * “No Such Thing as a True Story” by Chodron * Prologue (Moody) |

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| Week 2: Biopsychosocial Aging Across the Lifecourse | Readings: |
| Sep 1 & 3rd | * Basic Concepts I (Moody): *overview*  A LIFECOURSE PERSPECTIVE ON AGING * “Demography of Aging” by Hawyard & Zhang (2001)   **Graduate Readings**   * “How long will we live?” by Bongaarts (2006) |

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| Week 3: Biology of Aging | Readings: |
| Sep 8 & 10th | Assignment 1: Topic Selection due Sep 11   * Controversy 2 (Moody): “Why Do Our Bodies Grow Old?” * “Blue Zones” (Wyocourses)   **Graduate Readings**   * “How long is the human life-span?” by Barinaga (1991) * “A realist view of aging, mortality, and future mortality” by Carnes & Olshansky (2007) |

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| Week 4: Meaning in Aging and Disability | Readings: |
| Sep 15 & 17th | * Controversy 1 (Moody): “Does Old Age Have Meaning?” * “The Body Silent” by Murphy (1987) * “Infantalization as Mistreatment” by Salari (2006)   **Graduate Readings**   * “Disability, Stigma, and Deviance” by Susman (1994) |

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| Week 5: Value in Aging | Readings: |
| Sep 22 & 24th | Exam I due by 11:59pm Sep 24th   * Controversy 3 (Moody): “Do Intelligence and Creativity Decline with Age” |

**UNIT TWO: AGING, HEALTHCARE, AND SOCIETY**

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| Week 6: Healthcare and Aging | Readings: |
| Sep 29 & Oct 1st | * Basic Concepts 2 (Moody): *overview* AGING, HEALTH CARE, AND SOCIETY * Controversy 4 (Moody): “Should We Ration Health Care for Older People?”   **Graduate Readings:**   * “Population aging and the growth of health expenditures” by Getzen (1992) |

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| Week 7: Informal and Formal Caregiving | Readings: |
| Oct 6 & 8th | Assignment 2: Transcripts due Oct 9   * Controversy 5 (Moody): “Should Families Provide for Their Own?” * “Valuing the Invaluable” by Reinhard et al. (2015)   **Graduate Readings:**   * “Norms of filial responsibility for aging parents across time and generations” by Gans & Silverstein (2006) * “Economic Value of Informal Caregiving” by Arno et al., (1999) |

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| Week 8: Wellbeing and Death with Dignity | Readings: |
| Oct 13 & 15th | * “population ageing and wellbeing” by Tamiya et al. (2011) * Controversy 7 (Moody): “Should People Have the Choice to End Their Lives?”   **Graduate Readings:**   * “Cultural Scripts of a Good Death: Japan vs. US” by Long (2004) * “Concerns about End-of-Life Care and Support for Euthansia” Givens et al. (2009) * “The Euthanasia Debate Palliative Care on the ‘Slippery Slope’ towards Euthanasia” (2003) |

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| Week 9: Elder Abuse and Neglect | Readings: |
| Oct 2o & 22nd | * Controversy 6 (Moody). “Should Older People be Protected From Bad Choices?” * Elder Abuse in the United States:   + <http://www.nbcnews.com/health/aging-america-elder-abuserise-1C8135730> * “Elder Abuse in the Unites States” by McNamee: <http://www.nij.gov/journals/255/pages/elder_abuse.aspx>   **Graduate Readings:**   * “A Study of Sexuality and Health among Older Adults in the United States.” by Lindau et al. (2007) |

**UNIT THREE: SOCIAL AND ECONOMIC OUTLOOK OF AGING**

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| Week 10: Aging Research | Readings: |
| Nov 3 & 5th | Exam II due by 11:59pm Nov 3rd   * Basic Concepts 3 (Moody): *overview* SOCIAL AND ECONOMIC OUTLOOK OF AN AGING SOCIETY |

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| Week 11: Entitlement Programs for Older Adults | Readings: |
| Nov 10 & 12th | Assignment 3: Annotated Bibliography due Nov 13th   * Controversy 8 (Moody): “Should Age or Need by the Basis for Entitlement?   **Graduate students:**   * "Social Security Keeps 21 Million Americans out of Poverty" by Romig & Sherman (2016) |

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| Week 12: Cost of Retirement | Readings: |
| Nov 17 & 19th | * Controversy 9 (Moody): “What is the Future for Social Security? * Controversy 10 (Moody): “Is Retirement Obsolete?”   **Graduate students:**  “Population aging and the rising costs of public pensions” by Bongaarts (2004) |

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| Week 13: Aging in Prison | Readings: |
| Nov 24 & 26 | Assignment 4: Memo due by Nov 29   * Aging in Prison:   + “The painful price of aging in prison: <http://www.washingtonpost.com/sf/national/2015/05/02/thepainful-price-of-aging-in-prison/>   + “The Impact of an Aging Inmate Prison on the FBP” <https://oig.justice.gov/reports/2015/e1505.pdf> |

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| Week 14: Our Aging Social Landscape | Readings: |
| Dec 1 & 3rd | * Controversy 11 (Moody): “Aging Boomers: Boom or Bust”? * “Solidarity and Tension…” by Silverstein et al. (2000) * Controversy 12 (Moody): "The New Aging Marketplace: Hope or Hype"   **Graduate students:**   * "The 2030 Problem: Caring for Aging Boomers" by Knickman and Snell (2002) |

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| Week 15: Book Reports & Exam III | Readings: |
| Dec 6& 11th | Final Papers & Presentation video due Dec 11th  Exam III due by 11:59 pm Dec 6th |