

SOCIOLOGY OF AGING

SOCIOLOGY 4160-01/5160-01
FALL 2018
ROOM: EDUCATION ANNEX 211
TIME: 2:45-4:00PM

PROFESSOR: JENNIFER TABLER
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OFFICE: A&S 306
HOURS: TUES/THURS (1PM-2PM); WED (10AM- 11AM).

Pre-requisites: 6 hours of Sociology

Required Textbook:

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

Supplemental material will be posted online

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.

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

Grading Policies

Grades will be assigned as follows:

A:90+

B:80-89

C:70-79

D:60-69

F:59 or below

EVALUATION:

- Six activities or mini-quizzes: randomly assigned in-class across the semester— *15% total*
- Interview assignment: Students will be required to find an elderly “informant” (age 65+) to interview on a given topic. Small assignments related to the paper will be due across the semester and culminate in a final paper. Final Papers will be 5-7 pages in length.— *25% 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— *60% total*

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

GRADUATE STUDENTS:

Graduate students will have additional weekly readings (available online), and will have alternate take-home exams. The final paper will have additional requirements, related to quality, length (7-10 pages), and number of interviews (2-3 informants). 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.

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.

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.

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.

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity, and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, academic dishonesty will be dealt with according to the University guidelines (see UW regulation 2-114). In addition, grade appeals will be handled according to these same guidelines. These guidelines can be found in the University Regulations.

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. 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>.

UNIT ONE: A LIFE COURSE PERSPECTIVE ON AGING

Week 1: Introduction to the Sociology Aging	Readings:
Aug 30 th	<ul style="list-style-type: none"> • “No Such Thing as a True Story” (online) • Prologue (Moody & Sasser/textbook)

Week 2: Biopsychosocial Aging Across the Lifecourse	Readings:
Sep 4 th	<ul style="list-style-type: none"> • Basic Concepts 1 (Moody & Sasser/textbook): <i>overview</i> A LIFE COURSE PERSPECTIVE ON AGING
Sep 6 th	<ul style="list-style-type: none"> • “Demography of Aging” Hayward & Zhang (2001) (online) <p><u>Graduate Students</u></p> <ul style="list-style-type: none"> • “How long will we live?” Bongaarts (2006) (online)

Week 3: Biology of Aging	Readings:
Sep 11 th	<ul style="list-style-type: none"> • Controversy 2 (Moody & Sasser/textbook): “Why Do Our Bodies Grow Old?”
Sep 13 th	<ul style="list-style-type: none"> • “Blue Zones” https://www.bluezones.com/2016/11/power-9/ • Assignment 1 Due <p><u>Graduate Students</u></p> <ul style="list-style-type: none"> • “How long is the human life-span?” Barinaga (1991) (online) • “A realist view of aging, mortality, and future mortality.” Carnes & Olshansky (2007) (online)

Week 4: Meaning in Aging and Disability	Readings:
Sep 18 th	<ul style="list-style-type: none"> • Controversy 1 (Moody & Sasser/textbook): “Does Old Age Have Meaning?”
Sep 20 th	<ul style="list-style-type: none"> • “The Body Silent” Murphy (2001) (excerpts online) • “Infantilization as Mistreatment” Salari (2008) (online) <p><u>Graduate Students</u></p> <ul style="list-style-type: none"> • “Disability, Stigma, and Deviance” Susman (1994) (online)

Week 5: Value in Aging	Readings:
Sep 25 th	<ul style="list-style-type: none"> • Controversy 3 (Moody & Sasser/textbook): “Do Intelligence and Creativity Decline with Age?”
Sep 27 th	<ul style="list-style-type: none"> • Exam I

UNIT TWO: AGING, HEALTHCARE, AND SOCIETY

Week 6: Healthcare and Aging	Readings:
Oct 2 nd	<ul style="list-style-type: none"> • Basic Concepts 2 (Moody & Sasser/textbook): <i>overview</i> AGING, HEALTH CARE, AND SOCIETY
Oct 4 th	<ul style="list-style-type: none"> • Controversy 4 (Moody & Sasser/textbook): “Should We Ration Health Care for Older People?” <p><u>Graduate Students:</u></p> <ul style="list-style-type: none"> • “Population aging and the growth of health expenditures” Getzen (1992) (online)

Week 7: Informal and Formal Caregiving	Readings:
Oct 9 nd	<ul style="list-style-type: none"> Controversy 5 (Moody & Sasser/Textbook) "Should Families Provide for Their Own?" <p><u>Graduate Students</u></p> <ul style="list-style-type: none"> "Norms of filial responsibility for aging parents across time and generations" Gans & Silverstein (2006)
Oct 11 th	<ul style="list-style-type: none"> Transcripts Due "Economic Value of Informal Caregiving" Arno et al. (1999) <p><u>Graduate Students:</u></p> <ul style="list-style-type: none"> "Caregiving and the Stress Process" Pearlin et al. (1990)

Week 8: Wellbeing and Death with Dignity	Readings:
Oct 16 nd	<ul style="list-style-type: none"> "Population ageing and wellbeing" by Tamiya et al. (2011) "Palliative care as a framework for older people's long term care" Hallberg (2006) <p><u>Graduate Students:</u></p> <ul style="list-style-type: none"> "Cultural Scripts of a Good Death: Japan vs. US" Long (2004)
Oct 18 th	<ul style="list-style-type: none"> Controversy 7 (Moody & Sasser/textbook): "Should People Have the Choice to End Their Lives?" <p><u>Graduate Students:</u></p> <ul style="list-style-type: none"> "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)

Week 9: Elder Abuse and Neglect	Readings:
Oct 23 rd	<ul style="list-style-type: none"> Controversy 6 (Moody & Sasser/textbook). "Should Older People be Protected From Bad Choices?" <p><u>Graduate Students:</u></p> <ul style="list-style-type: none"> "A Study of Sexuality and Health among Older Adults in the United States." Lindau et al. (2007)
Oct 25 th	<ul style="list-style-type: none"> Elder Abuse in the United States: http://www.nbcnews.com/health/aging-america-elder-abuserise-1C8135730 "Elder Abuse in the Unites States" http://www.nij.gov/journals/255/pages/elder_abuse.aspx

Week 10: Aging Research	Readings:
Oct 30 th	<ul style="list-style-type: none"> "How to Research a Term Paper in Gerontology" Moody & Sasser (Appendix) Annotated Bibliography Due
Nov 1 st	<ul style="list-style-type: none"> Exam II

UNIT THREE: SOCIAL AND ECONOMIC OUTLOOK OF AGING

Week 11: Entitlement Programs for Older Adults	Readings:
Nov 6 th	<ul style="list-style-type: none"> Basic Concepts 3 (Moody & Sasser/textbook): <i>overview</i> SOCIAL AND ECONOMIC OUTLOOK OF AN AGING SOCIETY

Nov 8 th	<ul style="list-style-type: none"> Controversy 8 (Moody & Sasser/textbook): "Should Age or Need be the Basis for Entitlement?" <p><u>Graduate Students</u></p> <ul style="list-style-type: none"> "Social Security Keeps 21 Million Americans Out of Poverty" Van de Water & Sherman (2012)
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Week 12: Cost of Retirement	Readings:
Nov 13 th	<ul style="list-style-type: none"> Controversy 9 (Moody & Sasser/textbook): "What is the Future for Social Security?"
Nov 15 th	<ul style="list-style-type: none"> Memo Assignment Due Controversy 10 (Moody): "Is Retirement Obsolete?" <p><u>Graduate Students:</u></p> <ul style="list-style-type: none"> "Population aging and the rising costs of public pensions" Bongaarts (2004)

Week 13: Aging in Prison	Readings:
Nov 20 th	<ul style="list-style-type: none"> "The painful price of aging in prison" http://www.washingtonpost.com/sf/national/2015/05/02/the-painful-price-of-aging-in-prison/ "The Impact of an Aging Inmate Prison on the FBP" https://oig.justice.gov/reports/2015/e1505.pdf
Nov 22 nd	No Class (Thanksgiving)

Week 14: Our Aging Social Landscape	Readings:
Nov 27 th	<ul style="list-style-type: none"> Final Paper Due Controversy 11 (Moody): "Aging Boomers: Boom or Bust?" <p><u>Graduate Students:</u></p> <ul style="list-style-type: none"> "The 2030 problem: Caring for aging boomers" Knickman & Snell (2002)
Nov 29 th	<ul style="list-style-type: none"> "Solidarity and tension between age-groups in the United States: challenge for an aging America in the 21st century" Silverstein et al. (2003)

Week 15: Older Adults and Technology	Readings:
Dec 4 th	<ul style="list-style-type: none"> Controversy 12 (Moody & Sasser/textbook): "The New Aging Marketplace: Hope or Hype?"
Dec 6 th	<ul style="list-style-type: none"> "Older adults talk technology: Technology usage and attitudes" Mitzner et al. (2010) <p><u>Graduate Students:</u></p> <ul style="list-style-type: none"> "Perceptions of Technology among Older Adults." Heinz et al. (2013)

Week 16: Dec 12th-18th is finals week	
Dec 17 th (10:15 am-11:30am)	<ul style="list-style-type: none"> Exam III