**SOCIOLOGY OF AGING**

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| SOCIOLOGY 4160-01 |  |  | PROFESSOR: JENNIFER TABLER |
| FALL 2018 |  |  | E-MAIL: jtabler@uwyo.edu |
| ROOM: ENGINEERING 2100  TIME: 3:10-4:25PM |  |  | OFFICE: A&S 306  HOURS: MONDAY (12PM-2PM); WED (1PM- 2PM). |

**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.

*Prerequisite: Soc 1000 or equivalent*

# 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:

* **Activities or mini-quizzes**: randomly assigned in-class across the semester. Lowest grade dropped—*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 approximately 8 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), with related weekly reading reflection papers. Graduate students are required to present on one week’s material. The final paper will have additional requirements, related to quality, length (7-10 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 10%, Presentation 5%, In-class activities 10%, Interview assignment 25%, Exams 50%*

**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. <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>

**KEY DATES:**

Sep 1, Assignment 1 due

Oct 2, Exam 1

Oct 16, Assignment 2 due

Nov 6, Assignment 3 due

Nov 6, Exam 2

Nov 20, Assignment 4 due

Dec 4, Final paper due

Dec 18, Exam 3

*COURSE SCHEDULE \*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: |
| Sep 4th | * “No Such Thing as a True Story” by Chodron * Prologue (Moody) |

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| Week 2: Biopsychosocial Aging Across the Lifecourse | Readings: |
| Sep 9th | * Basic Concepts I (Moody): *overview*  A LIFECOURSE PERSPECTIVE ON AGING |
| Sep 11th | * “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 16th | * Controversy 2 (Moody): “Why Do Our Bodies Grow Old?” |
| Sep 18th | * Assignment 1: Topic Selection * “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 23th | * Controversy 1 (Moody): “Does Old Age Have Meaning?” |
| Sep 25th | * “The Damaged Self” * “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 30th | * Controversy 3 (Moody): “Do Intelligence and Creativity Decline with Age” |
| Oct 2nd | * Exam I |

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

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| Week 6: Healthcare and Aging | Readings: |
| Oct 7th | * Basic Concepts 2 (Moody): *overview* AGING, HEALTH CARE, AND SOCIETY |
| Oct 9th | * 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 14th | * Controversy 5 (Moody): “Should Families Provide for Their Own?”   **Graduate Readings:**   * “Norms of filial responsibility for aging parents across time and generations” by Gans & Silverstein (2006) |
| Oct 16th | * Assignment 2: Transcripts * “Valuing the Invaluable” by Reinhard et al. (2015)   **Graduate Readings:**   * “Economic Value of Informal Caregiving” by Arno et al., (1999) |

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| Week 8: Wellbeing and Death with Dignity | Readings: |
| Oct 21st | * “population ageing and wellbeing” by Tamiya et al. (2011)   **Graduate Readings:**   * “Cultural Scripts of a Good Death: Japan vs. US” by Long (2004) |
| Oct 23rd | * Controversy 7 (Moody): “Should People Have the Choice to End Their Lives?”   **Graduate Readings:**   * “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 28rd | * Controversy 6” in MOODY. “Should Older People be Protected From Bad Choices?”   **Graduate Readings:**   * “A Study of Sexuality and Health among Older Adults in the United States.” by Lindau et al. (2007) |
| Oct 30th | * 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> |

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| Week 10: Aging Research | Readings: |
| Nov 4th | * "How to Research a Term Paper in Gerontology" Moody & Sasser (appendix) |
| Nov 6th | * Exam II * Assignment 3: Annotated Bibliography, Due |

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

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| Week 11: Entitlement Programs for Older Adults | Readings: |
| Nov 11th | * Basic Concepts 3 (Moody): *overview* SOCIAL AND ECONOMIC OUTLOOK OF AN AGING SOCIETY |
| 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 18th | * Controversy 9 (Moody): “What is the Future for Social Security?” |
| Nov 20th | * Controversy 10 (Moody): “Is Retirement Obsolete?” * Assignment 4: Memo   **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 25th | * 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> |
| Nov 27th | No Class (Thanksgiving) |

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| Week 14: Our Aging Social Landscape | Readings: |
| Dec 2nd | * Controversy 11 (Moody): “Aging Boomers: Boom or Bust”? |
| Dec 4th | * FINAL PAPER DUE * “Solidarity and Tension…” by Silverstein et al. (2000)   **Graduate Readings**   * "The 2030 Problem: Caring for Aging Boomers" by Knickman and Snell (2002) |

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| Week 15: Older Adults and Technology | Readings: |
| Dec 9th | * Controversy 12 (Moody): "The New Aging Marketplace: Hope or Hype" |
| Dec 11th | * "Older adults talk technology: Technology usage and attitudes” by Mitzner et al. (2010)   **Graduate Readings**   * "Perceptions of Technology among Older Adults" by Heinz et al. (2013) |

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| Week 16: Dec 12th-18th is finals week |  |
| Dec 18th (3:30-5:30) | * Exam III |