

SOC 333.01: The Sociology of Aging and Inequality

3 Credit Hours

Location : CHSS 206

Time: 2 to 3:20 PM

Instructor: Dr. Mary Ann Davis

Office Location: CHSS 270 N

Instructor Contact Information: 936-294-4083 (office); 936- 294-1512 (Dept.); 936-294-3573 (fax) E-Mail: mad011@shsu.edu

Office Hours: T TH 11-12 or by appointment.

Required Text :

Social Gerontology: A Multidisciplinary Perspective, Hooyman, Nancy and H. Asuman Kiyak, 7th ed., 2005. Allyn and Bacon. Students have the responsibility of obtaining the text at the beginning of the semester.

There will be several articles available electronically through the Library, under the instructors name with the password *unequal*:

Global Aging: The Challenge of Success. Kinsella and Philips

<http://www.prb.org/Publications/PopulationBulletins/2005/GlobalAgingTheChallengeofSuccessPDF575KB.aspx> ;

Global Demographic Divide

<http://www.prb.org/Publications/PopulationBulletins/2005/GlobalDemographicDivide.aspx> ;

Elderly Americans http://findarticles.com/p/articles/mi_qa3761/is_200112/ai_n9018194/ ;

History and Agency in Men's Lives [http://www.jstor.org/sici?sici=0038-0407\(199701\)70%3A1%3C54%3AHAAIML%3E2.0.CO%3B2-1](http://www.jstor.org/sici?sici=0038-0407(199701)70%3A1%3C54%3AHAAIML%3E2.0.CO%3B2-1);

Successful Adaptation in Later Years [http://www.jstor.org/sici?sici=0190-2725\(200212\)65%3A4%3C309%3ASAITLY%3E2.0.CO%3B2-N](http://www.jstor.org/sici?sici=0190-2725(200212)65%3A4%3C309%3ASAITLY%3E2.0.CO%3B2-N)

The Life Course as Developmental Theory <http://www.jstor.org/stable/1132065> ;

Trends in healthy life expectancy in the United States, 1970–1990: gender, racial, and educational differences <http://www.ncbi.nlm.nih.gov/pubmed/11327137> ;

Health Disparities Experienced by Hispanics- Unites States

<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5340a1.htm>

Toward a neighborhood resource-based theory of social capital for health (ER);

http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VBF-4GHRC84-2&_user=158228&_rdoc=1&_fmt=&_orig=search&_sort=d&_docanchor=&_view=c&_searchStrId=966216058&_rerunOrigin=google&_acct=C000059536&_version=1&_urlVersion=0&_userid=158228&md5=7c1f6fb2f44072908e118411140599e0

Eight Americas: Investigating Mortality Disparities across Races, Counties, and Race-Counties in the United States <http://www.plosmedicine.org/article/info:doi/10.1371/journal.pmed.0030260>

Course Description:

This course provides a study of the human aging experience and the older population from a cross-cultural context. The course recognizes gerontology as providing a multidisciplinary perspective in the study of biological, psychological and social changes that occur during the life cycle.

Special attention is given to the changing status and role of aging persons, the factors associated with such changes as well as the consequences of those changes. Course objectives focus on the development of a better understanding of substantive issues and concerns related to the influence of age on the quality of life of older members of society, especially in matters pertaining to income

and wealth, status, and power.

Exams and Grading: The exams will cover the assigned chapters in the textbook AND the material discussed in class. Although much of the class lectures will refer to the text, new material will also be introduced. You are expected to read and study the textbook independently. Information discussed in class, as well as that contained in the assigned readings, even if they are not reviewed in class, may appear on exams.

Make-up exams will be given only if arranged with the professor PRIOR to the day of the scheduled exam to be missed and ONLY if the reason for the absence is deemed valid by the professor.

There will be three equally weighted exams. These will consist of multiple-choice and short answer questions. On exam day, you must bring a Scranton Mini Essay form 886-E. Each exam will be worth 100 points for a semester total of 300. Exams will be graded, and posted on Blackboard, one week following the exam. Correct test answers will be reviewed in class after posting on Blackboard. Test scantrons will be available in the instructor's office for the student to review or discuss during office hours or by appointment.

The term paper will be worth 100 points. The term paper is a 10 to 15 page paper researching an issue of aging and inequality (Example: Aging and race or ethnicity; Aging and gender; Aging and immigrant issues; Aging and the oldest old; Aging with HIV or AIDS; Aging and the poor or a debate topic). Paper is to be formatted Double Spaced Times New Roman 12 font with 1" margins with your name in the footer along with the page number. Use at least five references, cited correctly following ASA style. Submit paper to Turnitin. Selected parts of the papers will be presented in class, orally shared with classmates.

Final Paper 100 points- Rubric: 10 Points Abstract, 15 points Literature Review, 25 points presentation and Final Paper 50 points.) Paper is to follow ASA Format.

The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Plagiarism will result in an F in the course.

Debate 30 points for debate 20 points for participation: 50 points

There will be 10 debates and each person will participate in 1 of the debates.

Debate topics

1. Biological theories of aging: Can aging be reversed or delayed: (Chapter 3)
2. The United States has the best health care for the elderly in the world (Chapter 4)
3. Older Americans have the right to drive (Chapter 3)
4. Cognitive decline is a normal part of ageing (Chapter 5)
5. Personality in old age is determined in early childhood (Chapter 6)
6. Sex life ends at 50 (Chapter 7)
7. Activity Theory versus Disengagement Theory Which best explains aging? (Chapter 8)
8. Early Retirement from work Pros and Cons (Chapter 12)
9. Euthanasia for the terminally ill Pro and Con (Chapter 13)

10. Continuing Social Security Pro and Con (Chapter 16)

Debate format: For participation points the class members, not leading the debate, will email 1 question per debate to the class, the day before the debate. You will need to meet with your debate partner outside of class to prepare and be able to answer the questions posed by the class and make an opening and closing statement using a minimum of 3 citations/papers in order for you to support your argument. The moderator will introduce the debaters, ask selected questions, and time. Both sides begin with a 5 minute presentation; the moderator then asks questions, selected from those submitted by class members, with one minute answers by each side (for 10 minutes); next are two minutes closing remarks; followed by class discussion and a vote to determine the winner. The audience will also receive a grade (2 points per debate) based on their contribution to the discussion following each debate.

Final grades will be assigned as follows: 450-405 = A; 404-360 = B; 359-315 = C; 314-270 = D; 269-0 = F

Extra Credit:

There will be opportunities to obtain extra credit throughout the semester including 20 points for 20 hours of volunteer activities at a local geriatric facility. Individual volunteer activities must be cleared with the agency and instructor prior to initiating activity. A time sheet must be submitted, signed by the agency along with a written report documenting the activity: Due 11/19/09.

Attendance: Attendance is recorded at the beginning of class. Students who arrive once class is underway, or leave early, may be counted absent unless the late arrival/early departure has been negotiated with the professor prior to the class meeting.

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Americans with Disabilities Act: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal

with the situation. All disclosures of disabilities will be kept strictly confidential. **NOTE:** no accommodation can be made until the student registers with the Counseling Center.

Religious Holidays: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Visitors in the Classroom: Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain.

Classroom Rules of Conduct: The Code of Student Conduct and Discipline is found at the following link: <https://www.shsu.edu/students/guide/dean/codeofconduct.html>. Section 5.2.22 defines classroom disturbances. During class, no electronic equipment is permissible unless required by a disabling condition. This means no cell phones use; no text messaging; no audio equipment or earpieces during class or exams.

Instructor Evaluations: Students are asked to complete a course/instructor evaluation form toward the end of the semester.

Study Tips: Read chapters prior to class carefully so that you understand it and it is meaningful to you. Make a list of questions from the written material. Later, ask yourself to see if you can answer your questions, if not go back and reread the material. Sociology has her own language, check to be sure you understand key terms of each chapter, listed in the glossary. Complete study guides prior to tests. The SAM Center is available for students with academic difficulty. If you fail the first test, I recommended that you contact the SAM center at 294-4444 for assistance.

COURSE OUTLINE

- August 25 Introduction
- August 27 The Field of Social Gerontology Hooyman and Kiyak, Ch.1
- September 1 Global Aging: Kinsella and Philips article on electronic reserve (ER);
- September 3 Global Demographic Divide (ER); Elderly Americans (ER)
- September 8 Hooyman and Kiyak, Ch. 2, Debate 1 Biological theories of aging: Can aging be reversed or delayed:
- September 10 Life course Issues: History and Agency (ER); Successful Adaptation in Later Years (ER) and The Life Course as Developmental Theory (ER),
- September 15 Hooyman and Kiyak, Ch.3, Debate 2 Older Americans have the right to drive
- September 17 Hooyman and Kiyak, Ch. 4, Debate 3 The United States has the best health care for the elderly in the world
- September 22 Eight Americas (ER),

September 24 Hooyman and Kiyak, Ch. 5, Debate 4 Cognitive decline is a normal part of ageing

September 29 Hooyman and Kiyak, Ch. 6; Debate 5 Personality in old age is determined
in early childhood selection of topic for term paper, ASA Style and 150
word abstract of paper due

October 1 Test 1

October 6 Hooyman and Kiyak, Ch. 7, Debate 6 Sex life ends at 50

October 8 Hooyman and Kiyak, Ch. 8, Debate 7 Activity Theory versus Disengagement
Theory which best explains aging?

October 13 Hooyman and Kiyak, Ch. 8

October 15 Hooyman and Kiyak, Ch. 9,

October 20 Hooyman and Kiyak, Ch. 10

October 22 Test 2

October 27 Hooyman and Kiyak, Ch. 11

October 29 Hooyman and Kiyak, Ch. 12, Debate 8 Early Retirement from work Pros and Cons

October 29 Hooyman and Kiyak, Ch. 13 Debate 9 Euthanasia for the terminally ill Pro and Con

November 3 Trends in healthy life expectancy in the United States, 1970–1990: gender, racial,
and educational differences (ER)

November 5 Toward a neighborhood resource-based theory of social capital for health (ER)

November 10 Health Disparities Experienced by Hispanics- Unites States (ER)

November 12 Term paper due; Presentation of papers

November 17 Presentations of papers

November 19 Presentations of papers

November 24 Hooyman and Kiyak, Ch. 14

November 26 Thanksgiving

December 1 Hooyman and Kiyak, Ch. 15,

December 3 Hooyman and Kiyak, Ch. 16 Debate 10 Continuing Social Security Pro and Con

December 8 Hooyman and Kiyak, Ch. 17

December 10 Final Review

December 14/18 Final Exam per SHSU exam schedule

Syllabus is subject to change