HDE 160: Social Aspects of Aging
Syllabus- Fall 2016

Instructor: Barbara Shebloski, Ph.D.
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Office hours: Wednesdays, 4:00 – 6:00 p.m.

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TBA
Mondays, 4:00 – 6:00 p.m.

Class meets: Mondays and Wednesdays, 6:10 – 8:00 in Wellman 212

Required text: Moody, H. R. & Sasser, J. R., M. (2015). *Aging: Concepts and Controversies (8nd Edition)*. Sage.

Catalog description:
"How the social context affects adult development and aging. Emphasis on demography, social policy, culture, and adaptation. Oral histories as class projects."

Course objectives:

The course examines the impact of aging on individual lives, families, communities, society, and major social policies. The purpose of this course is to provide a sociological and psychological foundation for understanding the position of the elderly in our society, from which interested students can pursue further academic or applied work in the field of social gerontology, legislature, social policy, or any field that involves working with the elderly population. Emphasis of the course is on the social and psychological aspects of aging and on the issues in society that affect the current and the future generations of the elderly.

Presence in class:

In this class, I ask you not to use electronic devices for purposes not related to class activities. *You are, however, required to bring your laptop to class on days on which quizzes are assigned.* Recording lectures is not allowed unless requested by SDC, and must also be permitted by the instructor. Engaging in competing activities, e.g., reading books or newspapers, texting, chatting with your classmates, using electronic devices for class-unrelated purposes, etc., is distracting and considered disrespectful to the instructor and fellow classmates, and may result in you being asked to leave class and may be penalized by a deduction of points from your final score.

Policy of academic dishonesty:

I appreciate your honesty and integrity. Both students and the instructor are expected to comply with typical standards for academic honesty for course assignments and examinations. Any documented instance of academic dishonesty (cheating, conspiring, or plagiarizing) will result in an automatic failing grade on the relevant assignment. A second instance of academic dishonesty will result in a failing grade in the course. Please ask me if you have any questions about the nature of dishonest academic behavior or go to the following websites:
For information regarding plagiarism, go to *http://cai.ucdavis.edu/plagiarism.html*,
For information regarding the Academic Integrity Project, go to *http://cai.ucdavis.edu/aip.html*

COURSE REQUIREMENTS

Exams (80 points).

Four exams (three midterms and one final) will be administered on the dates indicated in the course schedule. All exams will constitute of multiple-choice or true-false questions, which will relate to lectures' and textbook content. The exams are not cumulative. Students must be in class and complete the exams to receive credit. Students need UC Davis (red) scantron for each exam, unless administered online.

The instructor will let you re-make a test only of you provide a certified proof of medical or family emergency, and at the instructor's discretion. Also, if you have such emergency, you have to inform the instructor about it PRIOR to the date for which the exam is assigned; failure to do so will prevent you from making up the test.

Quizzes on assigned readings (60 points).

In the textbook, each chapter that discusses a given controversy, included short reading of various authors. Nine quizzes will test students' knowledge of the content of these readings. Each quiz will include no more than 20 multiple-choice or true-false questions, and can be administered either in class (when you will need a red UC scantron) or online (through Test and Quizzes option on Smart Site). *Therefore, it is essential that you bring your laptop to class of the scheduled quiz.* You can drop three your lowest-score quizzes, or you can skip three quizzes if you choose so. The points of only six quizzes will count toward your final grade. In view of the latter, no make-up option for the quiz will be available.

Oral history project.

PART 1: Interview (10 points; Due in class on Wednesday, 10/19).

This part of the project is required from each student in class, and evaluated based on interview notes, preferably the original, hand-written notes (they will be returned to you in time to write the paper). You are required to conduct an interview with an elderly person (65 years or older). The person must be a resident on the United States as the topics that you will need to discuss are relatable to the current US policies. You may interview a friend or family member, or may use this as a chance to get to know someone new. Information collected during the interview will serve as the basis for your paper or presentation. See Interview Guidelines posted on *Smart Site* for additional information.

PART 2: Written Assignment (30 points; Due in class on Wednesday, 11/16).

For this part of the assignment you will be required to write a 7-page paper (anywhere between 6 to 8 pages in length, excluding reference page, mandatory, and the cover page, optional), in which you will utilize the information collected during the interview and critically compare it to the information learned from reading and lectures. The detailed description of the paper is posted on *Smart Site.*

PART 3: Conversation with Mom and Dad (20 points; due in class on Monday, 12/28).

On Wednesday before Thanksgiving, there will be no in-class session. In lieu of this class, students will be required to engage in conversation with their parents (or just Mom, or just Dad, or uncles and aunts) about the social controversies discussed in class. The objectives of this activity are (1) to understand your parents' view on many important social issues related to aging; (2) to engage in an intergenerational dialogue about these issues; and (3) to share with your parents the information you learned in class. The report of this conversation will be due in class on Monday after Thanksgiving. The detailed description of this assignment will be posted on Smart Site.

Late work

Because of the expected class size and the grading timelines, late interview notes, papers, or reports will be accepted only at the discretion of the instructor (not TA) , and only if excused by a certified medical or family emergency.

PLEASE remember that your assignment is due at the start of class on the day indicated in the class schedule (pp. 5- 6).

This means that assignments that are turned in 10 minutes after the beginning of class (i.e., after 6:20 p.m.) will be marked down 10% of a grade for this assignment for every 24-hour period the assignment is late.
Please note that it is your responsibility to make sure that you submit the work directly to the instructor or the TA. If we do not have the paper, I assume that you have not submitted one. Neither the instructor not the TA are responsible for a missing work.

If you cannot come to class on the day on which any part of the oral history project is due, please send the instructor or the TA the assignment via email by the due date and then bring a hard copy to class. Only hard copies will be graded but the attachment in your email will serve as your proof that you have completed the assignment on time.

GRADING

Quizzes on assigned readings:		
Quiz 1	*September 28*	*10 points*
Quiz 2	*October 3*	*10 points*
Quiz 3	*October 10*	*10 points*
Quiz 4	*October 17*	*10 points*
Quiz 5	*October 24*	*10 points*
Quiz 6	*October 31*	*10 points*
Quiz 7	*November 7*	*10 points*
Quiz 8	*November 14*	*10 points*
Quiz 9	*November 21*	*10 points*
• **Three quizzes dropped:**	**Total for quizzes:**	**60 points**
Exams		
Midterm 1	*September 10*	*20 points*
Midterm 2	*October 24*	*20 points*
Midterm 3	*November 14*	*20 points*
Final	*November 30*	*20 points*
	Total for exams:	**80 points**
Oral history project		
Interview with an Elderly Person	*Due October 19 @ 6:10 p.m.*	*10 points*
Written Assignment	*Due November 16 @ 6:10 p.m.*	*30 points*
Conversation with Mom and Dad	*Due November 28 @ 6:10 p.m.*	*20 points*
	Total for Oral history project:	**60 points**
Total		**200 points**

A	93-96%	186-193 points	C	73-76%	146-153 points
A-	90-92%	180-185 points	C-	70-72%	140-145 points
B+	87-89%	174-179 points	D+	67-69%	134-139 points
B	83-86%	166-173 points	D	63-66%	126-133 points
B-	80-82%	160-165 points	D-	60-62%	120-125 points
C+	77-79%	154-159 points	F	< 60 %	< 120 points

Note: A+ will only be given as a grade for exceptional performance, included, but no limited to, expressed ability to think critically and analytically, engagement in class discussion, sustained attention to class activities, consistent high quality of work, etc.

COURSE SCHEDULE

Date	Topic	Lecture on:
9/21 Wed	Overview of the course. Why study aging? Prologue.	Syllabus Prologue
9/26 Mon	Basic Concepts 1.	pp. 2-27
9/28 Wed	Controversy 1: Does old age have meaning? ***Quiz 1***: *Reading 1: The Coming of Age* *Reading 2: Vital Involvement in Old Age* *Reading 3: Successful Aging.* *Reading 4: The Measure of My Days*	pp. 29-39 & 50-52
10/03 Mon	Controversy 2: Why do our bodies grow old? ***Quiz 2:*** Reading 5: Why do We Live as Long as We do? Reading 7: The Compression of Morbidity Hypothesis Reading 9: We Will Be Able to Live to 1,000 Reading 10: Don't Fall for the Cult of Immortality	pp. 55-71 & 92-94
10/05 Wed	Controversy 3: Do intelligence and creativity decline with age?	
10/10 Mon	**Midterm 1**: all material covered in class up to this point ***Quiz 3:*** Reading 11: Age and Achievement Reading 12: Age and Achievement Reading 13: Growing Old and Living Old Reading 14: The Mature Brain	pp. 97-108
10/12 Wed	Basic Concepts II	pp. 133- 166
10/17 Mon	Controversy 4: Should we ration health care for older people? ***Quiz 4:*** Reading 16: Why We Must Set Limits Reading 17: Why It's Time for Health-Care Rationing Reading 18: The Pied Piper Returns for The Old Folks Reading 19: From an Ethics of Rationing to an Ethic of Waste Avoidance	pp. 167- 185
10/19 Wed	Controversy 5: Should families provide for their own? ***Interview Data Are Due.***	pp. 201-214 & 235-237
10/24 Mon	**Midterm 2**: material covered in class AFTER exam 1 ***Quiz 5:*** Reading 21: Medicaid and Long-Term Care Reading 22: Shame of the Rich Reading 23: The Fallacy of Impoverishment Reading 24: The Case Against Paying Family Caregivers	

10/26 Wed	Controversy 6: Should older people be protected from bad choices?	pp. 239-267
10/31 Mon	Controversy 7: Should people have the right to end their lives? ***Quiz 6:*** Reading 26: The Right for Freedom from Restraints Reading 27: Ethical Dilemmas in Elder Abuse Reading 30: Why Do People Seek Physician-Assisted Death? Reading 31: A Time to Die	pp. 269-281
11/02 Wed	Basic Concepts III	pp. 301- 334
11/07 Mon	Controversy 8: Should age or need be the basis for entitlement? ***Quiz 7:*** Reading 34: Growing Older Reading 35: Will America Grow Up Before it Grows Old? Reading 36: "Generational Equity" and the New Victim Blaming. Reading 37: The Generational Equity Debate	pp. 335-350
11/09 Wed	Controversy 9: What is the future for Social Security?	pp. 375- 392
11/14 Mon	**Midterm 3:** All material covered after the previous exams ***Quiz 8:*** Reading 38: How to Save Social Security Reading 39: The Necessity and Desirability of Social Security Reform Reading 41: Social Security for Yesterday's Family? Reading 42: The Future of Social Security	
11/16 Wed	***Written Assignment is Due.*** Controversy 10: Is retirement obsolete?	pp.15- 439
11/21 Mon	Controversy 11: Aging Boomers: Boom or Bust? Controversy 12: The new aging marketplace - hope or hype? ***Quiz 9:*** Reading 45: The Busy Ethic Reading 46: Moving Toward a Creative Retirement Reading 48: No Country for Young Men Reading 53: Selling the Fountain of Youth	pp. 455-467 pp. 477-497
11/23 Wed	Conversation with Mom and Dad.	
11/28 Mon	Finding your place in aging society. Concluding comments. **Report on the Conversation with Mom and Dad is Due.**	pp. 499-503
11/30	**Final Exam**: Wednesday, November 30 at 6:10 p.m.	

Note about writing the paper for this class:

You are expected to maintain the following formatting and style requirements:

- Use 12-point Times New Roman, 12 points size font.
- The margins should be 1 inch on both sides, top, and bottom (this syllabus has 1" margins, so compare your document to this one, if you are unsure). Please inspect your document visually after printing- if the margins look too wide, then they are. Do not blame the printer; fix the document instead.
- The assignment should be double-spaced, with no additional spaces left between the paragraphs, and the titles (subtitles) and the text. To avoid problems with this requirement, please set up your word document to "no spacing" style. This will eliminate the extra spaces between headings and the text, and between the paragraphs, while maintaining double-spacing between the lines of the text.
- The assignment should include your name and HDE 160 in the upper left corner. This information should be spaced just like the text. I do not want to see any additional information, except an optional creative title, which should be centered. Cover page is optional, but not required, as you most likely will not submit your paper for a publication. If you choose to have one, is should be formatted in the APA style (i.e., not including artistic font, pictures, etc.)
- Use a sentence-paragraph format; no bullets or lists. On sentence is not enough to constitute a separate paragraph.
- Do not use headers or footers, except for the use of page numbers.
- Left justify only, the right margin should be left uneven.
- First line of all paragraphs has to be indented .5 inch
- You can use no more than **one** (one or two sentence) quotations per paper, since quoting does not give you experience in expressing yourself in a professional manner nor shows that you have grasped the ideas or information presented by the source used. Frequent quotations will be penalized by point deduction.