

Instructor: Dr. Jennifer Falbe, jfalbe@ucdavis.edu

TA: Emily Roberts, emrobert@ucdavis.edu **Office hours:** Tu Th 2-3 in 214 Sprocket Bldg.

Class times: Monday & Wednesday, 2:10-4pm

Class location: 166 Chemistry

Email: When you have questions or concerns, please feel free to email your TA. You can expect a response within 48 hours, typically sooner. Please follow proper email etiquette in your communications. For questions that require more than a short paragraph to answer, please come to OH. In-person discussion allows for more thorough and complete responses to better facilitate student and instructor understanding of questions and answers.

- I. **The course syllabus and schedule** are subject to updates. New versions will be posted and announced on Canvas. You are responsible for using the right version.
- II. **Required Reading:** Moody, H. R. & Sasser, J. R. (2017). *Aging: Concepts and Controversies (9th edition)*. Sage. Additional readings will be posted as links on the course schedule or uploaded onto Canvas.
- III. **Course Description:** How the social context affects adult development and aging. Emphasis on demography, social policy, culture, and adaptation. Oral history is a class project.
- IV. **Course Objectives:** The course examines the impact of context on adulthood and aging, and the impact of aging on individuals, families, communities, society, and public policy. The purpose of this course is to provide a sociological and psychological foundation for understanding the place of older adults in our society, from which students can pursue further academic or applied work in gerontology, public policy, social work, public health, healthcare, or other fields involving older adults.
- V. **Course Format:** In-person class meetings involve lecture, demonstrations, and discussion. Although lectures will correspond to content in the textbook, significant exam material will be covered in class that is not in the text. It is easiest to take notes and follow content if you have previously read the material. Please come to class prepared and ready to participate.
- VI. **Canvas:** When you registered, you were automatically enrolled on the Canvas website for this course. Important announcements, supplemental resources, exams, and assignment details will be available through canvas. Class announcements will be sent via Canvas. ***You are responsible for checking Canvas on a regular basis.***
- VII. **Course Requirements**
 - a. **In-Class Quizzes:** There will be 7 pop quizzes, which will cover assigned reading for the day and/or topics covered from the previous lecture. Quizzes will be available through Canvas **DURING** class the day they are assigned. Students will be given time in class to take the quiz. Thus, ***students must bring their smartphones or laptops to class every day in case there is a pop quiz.*** Students are responsible

for making sure their devices are charged and in working condition. Because the lowest 2 quizzes will be dropped, **there are no make-up quizzes.**

- b. **Exams:** 3 exams (2 midterms and 1 final) will be administered online on the dates in the schedule and will require laptops. More details about exams will be provided in advance of the exam date. **Make-ups will only be given with proper documentation (e.g., medical note) and notification prior to the exam if possible.**
- c. **Oral History Project:** Greater detail will be posted on Canvas
 - i. **Interview:** Conduct an interview with an older adult (65+ years of age) who is a resident of the U.S. since topics pertain to U.S. policies. This can be a person you know or just met. You will be evaluated on your original notes (typed or hand-written).
 - ii. **Written assignment:** You are required to write a 7-page paper in which you critically compare data from your interview to what you have learned in course readings and lectures.
 - iii. **Conversation with a family member:** You are required to have a conversation with a family member who is around your parents' age (e.g., mom, dad, both, guardians, aunts, uncles) about the social controversies discussed in class to: (1) understand their view on social issues related to aging; (2) engage in an intergenerational dialogue on these issues; and (3) share knowledge you have acquired from class. You will write a report based on this conversation.

VIII. Grading

a. Breakdown by assignment/exam

Assignment	Percent of final grade	FINAL GRADE
In-class quizzes	5 quizzes x 15 pts = 75 pts (30%)	93-100% A
Midterms	2 exams x 25 pts = 50 pts (20%)	90-92% A-
Final Exam	50 pts (20%)	87-89% B+
Oral History Project	75 pts total (30%)	84-86% B
I. Interview	15 pts	80-83% B-
II. Written assignment	40 pts	77-79% C+
III. Conversation with family member	20 pts	74-76% C
Total points	250 pts (100%)	70-73% C-
		67-69% D+
		64-66% D
		60-63% D-
		< 60% F

A+ is only given for exceptional performance, included, but no limited to, expressed ability to think critically and analytically, engagement in class discussion, sustained attention during class activities, consistent high quality of work, etc.

- b. **Late Work:** You are responsible for getting your work in on time. Aside from certifiable emergencies with documentation (e.g., hospital note), a late assignment

will receive a 20% mark down every 24-hr period it is late and will not be accepted after 72 hours from the deadline.

- c. **Grade disputes / adjustments / extra credit / grade postings:** Students have one week after receiving a grade on any assignment to contest it. This gives you the opportunity to formulate cogent arguments about why you think you deserve a different grade. Any student who wishes to contest a grade must do so by clearly explaining why in writing. You may submit this request via email to the TA, and we will proceed from there.
- d. **Submission of assignments:** Part I of the Oral History will be due in hard-copy in class. Assignments for Parts II and III are due **both** as hard copies in class and electronically uploaded to Canvas. All printouts and uploads of assignments are due by the **start of class, 2:10 pm**.

IX. University and Course Policies

- a. **Academic Integrity:** All students are expected to follow the UCD Code of Academic Conduct: "Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty (see below). Academic dishonesty is contrary to the purposes of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior." Any student who cheats on an assignment or exam will be referred to the Office for Student Judicial Affairs and will receive an automatic failing grade on the relevant assignment. A second instance of academic dishonesty will result in a failing grade in the course. If you have any questions about the nature of dishonest academic behavior or UCD policy, please see the following websites:
<http://sja.ucdavis.edu/files/plagiarism.pdf>
<http://sja.ucdavis.edu/publications.html>
<http://sja.ucdavis.edu/academic-integrity.html>
<http://sja.ucdavis.edu/cac.html>
- b. **Attendance, participation, and conduct:** Class attendance is strongly encouraged. It will be difficult to do well on exams without attending. We do not formally take attendance, but quizzes serve this purpose. If you miss a lecture for any reason, you are responsible for all material covered and any announcements made in your absence. I encourage you to actively participate in class and to share your relevant comments, questions, and ideas. It is my expectation that your language and behavior at all times will be respectful -- of your classmates, yourself, your TA, and me. Please arrive on time and refrain from packing up until the lecture is over.
- c. **Cell phones, laptops, and other electronic devices.** Silence all devices before class begins. Laptops are to be used in class for learning purposes related to the lecture only. If your use of electronics becomes a distraction to myself or other students, you will be asked to put it away. Moreover, if I perceive electronic devices to be a problem, I reserve the right to prohibit them in class.

UC Davis Campus Resources

- **Student Academic Success Center:** <http://sc.ucdavis.edu>. Location: 2205 Dutton Hall. (530) 752-2013. They offer appointments and drop-in consultations on writing. Clear and correct writing is a requirement in this class, so please take advantage of the SASC resources if you need help with your basic writing skills.
- **Student Disability Center (SDC):** <http://sdc.ucdavis.edu>. Location: 54 Cowell Building. (530) 752-3184. Determine eligibility for academic accommodations; provide specialized academic support; request accommodations; notetaker services; mobility assistance.
- **Graduate Writing Consultations:** <http://writing.ucdavis.edu/programsservices/graduate-writing-consultations>
Location: 109 Voorhies. (530) 752-6283. One-on-one appointments.
- **Counseling Services:** <https://shcs.ucdavis.edu/counseling-services>. Location: 219 North Hall. (530) 752-2349. Mental health and psychological services, including individual counseling, group services, community advising network, career counseling, community referrals, eating disorder services. Individual Counseling is confidential short-term therapy available to all registered UC Davis students at no charge. **Counseling Services are by appointment only. For immediate mental health crisis assistance:** Call to schedule an appointment in Acute Care at the Student Health and Wellness Center 530-752-2349; After-hours assistance by phone 530-752-2349 (follow the prompts); Yolo County Suicide Prevention - available 24 hours every day: 530-756-5000.
- **Student Health and Wellness Center:** <https://shcs.ucdavis.edu/medical-services>. Location: 930 Orchard Road. (530) 752-2349. Medical services, including mental health acute care services on the 1st floor during normal hours of operation.
- **Center for Advocacy, Resources & Education (CARE):** <http://care.ucdavis.edu/>. Call/email CARE for campus location. (530) 752-3299. ucdcare@ucdavis.edu. On-campus, confidential resource for anyone who has experienced or is concerned for someone who has experienced any form of sexual violence, including sexual assault, sexual harassment, domestic/dating violence, and stalking. Provides 24/7 emergency response, crisis intervention, and support.
- **AB540 and Undocumented Student Center:** <http://undocumented.ucdavis.edu/>. Location: 1003 Student Community Center. (530) 752-9538. Undocumented student and financial support; grants; legal advice; emotional and academic support; and community outreach.
- **International & Academic English Program:** <http://esl.ucdavis.edu>. Location: 1350 The Grove (Surge III). (530) 752-6799. Provides language courses and summer intensive programs, coordinating with academic advising, etc.
- **Services for International Students and Scholars (SISS):** <https://siss.ucdavis.edu/>. Location: University House. (530) 752-0864. Assists international students and scholars in maintaining their legal status while in the United States. SISS also provides orientation, assistance, information, and referral regarding financial, personal, cultural, and academic concerns.
- **The Mind Spa**, Located on the 2nd floor of the Student Health and Wellness Center in the CAPS Clinic: <https://shcs.ucdavis.edu/services/mindspa.html>. The Mind Spa offers the use of massaging recliners, biofeedback, insomnia programs, yoga classes, and mindful relaxation resources, free of charge. It also offers student advocacy services that are provided by trained listeners who have the skills to help students to process and understand their thoughts and feelings.

Spring 2018 Course Schedule

Topics correspond to chapters in the textbook, for which you are responsible before class. Additional readings may be added. "Readings" below refer to these sections of the textbook.

Day	Date	Topics & Readings	Due
1	Apr 2	Introduction to course, syllabus, and textbook prologue	
2	Apr 4	Basic Concepts I. A Life Course Perspective on Aging Text: pp. 1-28	
3	Apr 9	Controversy 1: Does old age have meaning? Text: pp. 29-41; Readings 1-4; Focus on Practice Online article: https://www.theguardian.com/science/blog/2016/mar/03/could-meditation-really-help-slow-the-ageing-process	
4	Apr 11	Controversy 2: Why do our bodies grow old? Text: pp. 55-95; Readings 5-7; Focus on Practice International report on chronic disease (Only misunderstandings/Half-truths #1-5): http://www.who.int/chp/chronic_disease_report/part1/en/	
5	Apr 16	Controversy 3: Do intelligence and creativity decline with age? Text: pp. 97-108	
6	Apr 18	MIDTERM 1 (all content covered so far) Text: Readings 11-14	
7	Apr 23	Basic Concepts II: Aging, Health Care, and Society Text: pp. 133-166	
8	Apr 25	Controversy 4: Should we ration health care for older people? Text: pp. 167-184; Readings 16-20	
9	Apr 30	Controversy 5: Should families provide for their own? Text: pp. 201-213; Readings 21-25	2:10 pm: Interview data
10	May 2	Controversy 6: Should older people be protected from bad choices? Text: pp. 237-263	
11	May 7	Controversy 7: Should people have the right to end their lives? Text: pp. 265-284	
12	May 9	MIDTERM II (all content covered after last exam) Text: Reading 31	
13	May 14	Basic Concepts III: Social and Economic Outlook for an Aging Society Text: pp. 297-329	
14	May 16	Controversy 8: Should age or need be the basis for entitlement? Text: pp. 331-346; Readings 34-37	
15	May 21	Controversy 9: What is the future for Social Security? Text: pp. 361-383; Readings 38, 39, 41, 42	
16	May 23	Controversy 10: Is retirement obsolete? Text: pp. 401-425; Readings 44-46	2:10 pm: Written assignment
17	May 28	MEMORIAL DAY - NO CLASS – Have conversation with family member	

18	May 30	Controversy 11: Aging Boomers: Boom or Bust? Text pp. 443-454; Reading 48	2:10 pm: Report of conversation
19	Jun 4	Controversy 12: The new aging marketplace - hope or hype? Text: pp. 465-471 Readings 54-55	
20	Jun 6	Summary and conclusions	
	Jun 11	FINAL EXAM (cumulative) Monday, June 11th at 3:30 PM	