

**University of Guelph  
Department of Family Relations & Applied Nutrition  
FRHD\*3060 Principles of Social Gerontology  
Fall 2015**

**COURSE OUTLINE**

**Instructor:** Kimberley Wilson  
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**Class meetings:** Tuesday & Thursday, 10:00 – 11:20 a.m. in ALEX 100

**Final Exam:** Thursday December 17<sup>th</sup> 2:30 – 4:30 p.m. – Location TBA. Please consult Webadvisor for final details.

**Office Hours:** Monday 11:30 a.m. – 12:30 p.m. and Tuesday 1:00 p.m. – 2:00 p.m.

**Calendar description:** A study of social and health aspects of individual and population aging, including theories and implications for understanding and working with the elderly.

**Learning Outcomes:**

This course aims to answer and explore two core questions throughout the semester:

- How aging affects an individual (in the context of their society); and
- How society is influenced by its aging individuals

The successful student, by the end of this course, will:

1. Be able to critically appraise public dialogue, political discourse, and research related to the study of social gerontology in order to differentiate common myths from facts/evidence about aging and population aging.
2. Engage with peers in respectful debate around social issues related to aging in order to enhance your own knowledge and perspective while appreciating the diversity of opinions of others.
3. Apply gerontological theory and evidence to the analysis of contemporary social and health issues and related to aging
4. Value older adults and an aging population and embed anti-ageism into your perspective.
5. Reflect on your position as an active, engaged citizen and consider your influence of power and agency on your own (and others) experience of aging.

**Prerequisites:** 9.50 credits including ([FRHD\\*1020](#) or [SOAN\\*3100](#))

**Required Textbook:** The required textbook for the course is available at the University Bookstores for approximately \$100. Additional readings and resources will be posted the course website on D2L. A copy of the textbook is available from the library course reserves.

**Wister, A. & McPherson, B. (2013). *Aging as a Social Process: Canadian Perspectives, 6th Edition*. Oxford University Press.**

**Appeals Procedure:** Please consult the undergraduate calendar for more information  
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

**Drop Date and Procedure:** Please consult the Undergraduate Calendar. The last date to drop this course without penalty is November 6<sup>th</sup> 2015. You will have received your grades from your midterm by this date. Should you have concerns about your standing in this course prior to the drop date please contact the instructor. For regulations and procedures for Dropping Course, please review the undergraduate calendar.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

**Email and classroom etiquette:** As per university regulations, all students are required to check their uoguelph.ca email account regularly: email is the official route of communication between the University and Students. Please use discretion when emailing. You will receive a response within 48 hours (not including weekends) if your email is sent from a uoguelph email address. You will not receive a response if your email is sent from a gmail or similar web-based account. **Please do not email questions related to the course content; these questions are more appropriate for the discussion forums in CourseLink.**

Given the nature of the class, participation is an expectation. Our goal together should be to create an open environment that promotes discussion and fosters critical thinking. Respectful debate is encouraged. Please offer you colleagues the same respect and maturity you hope to be given when sharing your thoughts both in the classroom and in online discussions.

**Learning and Writing Services are there to help:** Specially trained Peer Helpers and professional staff in Learning and Writing Services can help you achieve your academic goals. Get personalized assistance in appointments or walk-in sessions, or stop by the Learning Commons (1st Floor Library) for free handouts and workshop information. Visit online at [www.learningcommons.uoguelph.ca](http://www.learningcommons.uoguelph.ca) or call ext. 53632.

**When you cannot meet course requirements:** When you find yourself unable to meet in-course or online requirements due to illness or compassionate reasons, please advise the course instructor in writing with your name, id # and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later.

**Note:** if appropriate documentation of your inability to meet that in course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

**Academic Integrity & Misconduct:**

It is the responsibility of every student to review the Academic Integrity policy at the University of Guelph found at the following link: <http://www.academicintegrity.uoguelph.ca/>. Please also review the Academic Misconduct Policy detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2015/16 Undergraduate Calendar states: "Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it" (p. 29).

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

**Course format:** This course is made up of weekly seminar style lectures and labs that focus on skill development, applied learning and teamwork. Lectures are intended to foster analytic thinking about the assessment process in late life and to provide foundational knowledge about key assessment resources. Class discussions and seminars will build on required readings, lectures, case studies and student presentations. Students will be expected to be active participants in the course both in lectures and lab settings.

**Methods of Assessment**

To support your success in meeting the above learning outcomes, five equally weighted assessment methods (5 x 20%). This distribution is intended to give you many opportunities to maximize your success as well as reinforcing the idea that all components of this course are equally important for your overall learning.

**1. Midterm – scheduled for Tuesday October 27th, 2015.**

This midterm will consist of multiple choice questions and short answers and is intended to measure your success meeting learning outcomes #1, 3, and 4.

**2. In class participation – equally weighted throughout the semester.**

Recognizing that students have varying comfort levels with speaking in large groups, a variety of participation activities will be used. Given learning outcomes #1, 2, 3, 4 and 5, active engagement is essential for success in this class. Being an actively engaged student does not necessarily mean you must be regularly contributing to large group discussions, but it does imply a commitment to working with others in class (in pairs, small groups, etc.) to develop a community that supports learning and fostering ideas. Active learning also includes individual reflection, reading and preparation, and contributing to a positive classroom environment.

**3. Two-staged media assignment – part one due Tuesday September 29th (worth 5%) and part two due Tuesday November 17th (worth 15%).**

This activity is intended to develop your skills critiquing public dialogue about aging. This is a two-staged assignment that gives you an opportunity to show growth in your own knowledge and understanding. This assignment supports your success towards meeting learning outcomes 1,3, 4 and 5. Additional details about the media assignment will be available on Courselink and in the section below.

**4. Myth-busters assignment – due Thursday December 3rd.**

A core component of this class is to separate fact from fiction about aging and population aging. Students will have the opportunity to work with partners or individually in order to create a 'myth buster' that speaks back to the public in the form of an advertisement. Each student/pair will be able to select if they will use print, radio, or video as their mechanisms for busting a common myth related to aging. A successful assignment will help meet students achieve competency in learning outcomes 1, 3, and 4. Additional details are available on Courselink and in the section.

**5. Final Exam – scheduled for Thursday December 17<sup>th</sup> 2015.**

Similar to your midterm, your final exam will consist of multiple choice questions and is intended to measure your success meeting learning outcomes #1 and 4. The final exam is cumulative but will focus on content since the midterm and the integration of information you have learned throughout the semester.

**Note: Students are expected to fulfill the course requirements in accordance with University policies on Academic Misconduct. See Undergraduate Calendar for details.**

**APPROXIMATE SCHEDULING OF CLASS TIME**

<b>Date</b>	<b>Topic</b>	<b>Notes / Readings</b>
Thursday Sept 10	Welcome, Introductions, Review of Learning Outcomes and Assessments	
Tuesday Sept 15	Guiding questions for our semester Principles of Social Gerontology	Page 3-6 (end at Highlight 1.1); 27-29;36-37
Thursday Sept 17	What do we know about aging in individuals?	Page 6-7; 14-17
Tuesday Sept 22	What do we know about population aging?	Chapter 4
Thursday Sept 24	Contemporary social issues: ageism	Pages 19-27
Tuesday Sept 29	Contemporary social issues: apocalyptic demography	Page 7-11 <b>Media assignment part 1 due</b>
Thursday Oct 1	Lenses for understanding: theory	Page 11-14; Chapter 5; page 174-191, supplementary readings
Tuesday Oct 6	Lenses for understanding: theory part two	
Thursday Oct 8	Lenses for understanding: assessing research evidence	
Thursday Oct 15	Aging as a political issue: what can you do?	Pages 349-351; 403-409 Supplementary readings
Tuesday Oct 20	Election debriefing: what can we expect for an aging population?	Be sure to be up to date on election results!
Thursday Oct 22	Lenses for understanding: gender, culture, diversity	Chapter 2, pages 165-174
Tuesday Oct 27	<b>MIDTERM EXAM</b>	
Thursday Oct 29	Contemporary social issues: changing family structures	Chapter 9
Tuesday Nov 3	Lenses for understanding: social determinants of health	Pages 193-211
Thursday Nov 5	Health Quiz Show	<b>40<sup>th</sup> Class Day (November 6<sup>th</sup>)</b>
Tuesday Nov 10	Individual aging: what's typical in performance	Chapter 3
Thursday Nov 12	Population aging: what is successful? <b>Guest lecture: Oriana Vaccarino</b>	Supplementary reading
Tuesday Nov 17	Contemporary health issues: seniors' mental health	Page 212-218 <b>Media Assignment part 2 due</b>
Thursday Nov 19	Contemporary health / social issues: end of life care	Chapter 12
Tuesday Nov 24	Contemporary social issues: retirement. What? When? How	Chapter 10
Thursday Nov 26	Contemporary social issues: pensions and financial security in late life	
Tuesday Dec 1	Contemporary social issues: housing and caring for an aging population	Chapter 8
Thursday Dec 3	Summary & Integration: Returning to our learning outcomes	<b>Myth busters due</b>