

**University of Guelph
Department of Family Relations & Applied Nutrition
FRHD*3060 Principles of Social Gerontology
Fall 2017**

COURSE OUTLINE

Instructor: Kimberley Wilson
Office: MINS 219
Phone: 519-824-4120, ext. 53003
E mail: kim.wilson@uoguelph.ca

Teaching Assistant: Emma Whitehouse
E mail: ewwhiteho@uoguelph.ca

Class meetings: Tuesday & Thursday, 10:00 – 11:20 a.m. in ROZ 102

Office Hours: Tuesday 8:30 – 9:30 a.m. and Wednesday 11:00 a.m. – 12:00 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 Courouselink. 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 3rd 2017. 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 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 2017/18 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. 31).

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 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 will build on required readings, lectures, case studies and student presentations. Students will be expected to be active participants.

Methods of Assessment

To support your success in meeting the above learning outcomes, five closely weighted assessment methods. 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. Classroom engagement – equally weighted throughout the semester. – 15%

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.

2. Weekly Quizzes – Must be completed weekly (for ten weeks) prior to Tuesday class (i.e. quizzes close Tuesday at 10:00 a.m.). (2% x 10 weeks = 20%)

To assist with your classroom preparation and other methods of assignments, weekly quizzes will focus on textbook readings. Each one will be weighted 2% and you have ten quizzes throughout the semester (consult the schedule included in this outline). Quizzes will be multiple choice, true/false and fill in the blanks. Quizzes are intended to measure your success meeting learning outcomes #1 and 4.

3. Two-staged media assignment – part one due Tuesday September 26th (worth 10%) and part two due Tuesday November 16th (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. In-class application exercise – scheduled for Thursday October 26th (worth 20%)

This in class assessment will consist of short answer questions and is focused on application of your knowledge. It is intended to measure your success meeting learning outcomes #1, 3, & 4.

4. “Giving Back” assignment – due November 30th 2017 (worth 20%)

A core component of this class is to 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. Part of that is building on what you have learned in this class and giving back to the community. Within this assignment you have the chance to work with a partner or individually. A list of assignment topics will be shared on Courselink. These are ‘real life’ requests from research teams, non-profit organizations, and community groups who want to enhance their response to an aging population and to meet the needs of aging individuals. You will ‘give back’ in the form of community engaged learning, that is bridging the university/community gap and offering service to the community. Sample topics include:

- A mythbuster campaign focused on LGTQ+ Aging;
- Reviewing new curriculum on end-of-life decision making and offering end-user feedback;
- Researching “GrandPals” and assisting in the design of an evaluation framework;
- Creating a ‘hot topics’ list related to Age Friendly Communities that can help the local team in creating ongoing marketing, communications and pod-casts about Age Friendliness.
- Debunking myths regarding ‘affordable housing’ for older adults (for the Guelph Age Friendly Leadership Team).

You may also work with your course instructor to respond to emergent community needs. Successful assignment will help meet students achieve competency in learning outcomes 1, 3, 4, and 5. Additional details are available on Courselink.

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

Date	Topic	Notes / Readings
Thurs Sept. 7th	Welcome, Introductions, Review of Learning Outcomes and Assessments	
Tues Sept. 12th	Guiding questions for our semester Principles of Social Gerontology	Page 3-6 (end at Highlight 1.1); 27-29;36-37
Thurs Sept. 14th	What do we know about aging in individuals?	Page 6-7; 14-17
Tuesday Sept 19 th	What do we know about population aging?	Chapter 4
Thursday Sept 21 st	Contemporary social issues: ageism	Pages 19-27
Tuesday Sept 26 th	Contemporary social issues: apocalyptic demography	Page 8-11 Media assignment part 1 due
Thursday Sept 28 th	Lenses for understanding: theory	Page 11-14; Chapter 5; page 174-191
Tuesday Oct 3 rd	Lenses for understanding: theory part two	
Thursday Oct 5 th	Lenses for understanding: assessing research evidence	
Tuesday Oct 10 th	Fall Study Day – NO CLASSES	
Thursday Oct 12 th	Lenses for understanding: gender, culture, diversity	Chapter 2, pages 165-174
Tuesday Oct 17 th	Diversity spotlight: LGBTQ+ aging	pages 287-288
Thursday Oct 19 th	No class scheduled: cumulative quiz	
Tuesday Oct 24 th	Contemporary social issues: changing family structures	Chapter 9
Tuesday Oct 26 th	In Class Application Activity	
Tuesday Oct 31 st	Health Quiz Show	No readings
Thursday Nov 2 nd	Lenses for understanding: social determinants of health	Pages 193-211
Tuesday Nov 7 th	Contemporary health issues: seniors' mental health	40th Class Day (November 3rd) Page 212-218
Thursday Nov 9 th	Contemporary social issues: housing and caring for an aging population	Chapter 8
Tuesday Nov 14 th	Contemporary social issues: housing and caring for an aging population part two	
Thursday Nov 16 th	Individual aging: what's typical in performance	Chapter 3 Media Assignment part 2 due
Tuesday Nov 21 st	Contemporary health / social issues: end of life care	Chapter 12
Thursday Nov 23 rd	Contemporary social issues: retirement. What? When? How	
Tuesday Nov 28 th	Contemporary social issues: pensions and financial security in late life	Chapter 10
Thursday Nov 30 th	Summary & Integration: Returning to our learning outcomes	"Giving Back" assignment due

#	Quiz opens	Quiz ends	Notes/Content
1	Tuesday Sept 19 th at 11:30 a.m.	Tuesday Sept 26 th at 10:00 a.m.	Page 3-6 (end at Highlight 1.1); 27-29;36-37; Page 6-7; 14-17 Chapter 4 Pages 19-27 Page 8-11
2	Tuesday Sept 26 th at 11:30 a.m.	Tuesday Oct 3 rd at 10:00 a.m.	Page 11-14; Chapter 5; page 174-191,
3	Tuesday Oct 3 rd at 11:30 a.m.	Tuesday Oct 10 th at 10:00 a.m.	Chapter 2, pages 165-174; 287-288
4	Tuesday Oct 10 th at 11:30 a.m.	Tuesday Oct 17 th at 10:00 a.m.	Chapter 9 * note the holiday schedule
5	Tuesday Oct 17 th at 11:30 a.m.	Tuesday Oct 24 th at 10:00 a.m.	Cumulative Quiz
6	Tuesday Oct 24 th at 11:30 a.m.	Tuesday Oct 31 st at 10:00 a.m.	Pages 193-211
7	Tuesday Oct 31 st at 11:30 a.m.	Tuesday Nov 7 th at 10:00 a.m.	Chapter 8
8	Tuesday Nov 7 th at 11:30 a.m.	Tuesday Nov 14 th at 10:00 a.m.	Chapter 3
9	Tuesday Nov 14 th at 11:30 a.m.	Tuesday Nov 21 st at 10:00 a.m.	Chapter 12
10	Tuesday Nov 21 st at 11:30 a.m.	Tuesday Nov 28 th at 10:00 a.m.	Chapter 10