



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*3060 Principles of Social Gerontology COURSE OUTLINE – FALL 2019

1. 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.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	9.50 credits including (FRHD*1020 or SOAN*3100)
Co-Requisites(s):	N/A
Restriction(s):	N/A

2. COURSE DESCRIPTION

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

3. TIMETABLE

Lecture:	Tuesdays & Thursdays 10:00 – 11:20 a.m.
Location:	LA, Room 204
Final Exam:	December 4 th , 2019 from 7:00 p.m. – 9:00 p.m.

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Kelsey Harvey
Email:	kharve12@uoguelph.ca
Telephone:	519-824-4120 ext.
Office:	MINS 133E
Office Hours:	Tuesdays 11:30 a.m. – 1:30 p.m. and by appointment Thursdays (same time)

Teaching Assistant:	Emma Lipinski
Email:	elipinsk@uoguelph.ca
Office:	MACS 321 or MACS 329
Office Hours:	By appointment and as posted on CourseLink

5. LEARNING RESOURCES

Required Resource(s):

Wister, A. (2018). *Aging as a Social Process: Canada and Beyond*, 7th Edition. Oxford University Press.

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 CourseLink. A copy of the textbook is available from the library course reserves.

Recommended Resource(s):

Listed in course schedule section of this outline and available on CourseLink site in the Content section.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

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.

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings	Notes & Due Dates
1 Sept 5th	1) Welcome, Introductions, and Review of Syllabus, Learning Outcomes, and Assessments 2) Principles of Social Gerontology: Guiding Questions for the Semester 3) Lenses for understanding: Theory	Chapter 1: pp 1-6; 14-18; 28-30; summary 37-41 Chapter 5: pp 129-132; 149-151 Optional: Alkema & Alley (2006)	

Week	Topics	Assigned Readings	Notes & Due Dates
2 Sept 10 & 12	1) Population aging: What is successful? 2) Activity, Disengagement, and Continuity Theories	Chapter 1: pp 6-11 Chapter 7: pp 201-207 Chapter 5: pp 132-135; 142-144 Supplemental readings (posted on CourseLink)	
3 Sept 17 & 19	1) What do we know about population aging? (AKA Demography) 2) Contemporary social issue: Apocalyptic demography 2) Age-Stratification Theory	Chapter 1: pp 17-19 Chapter 4 Chapter 5: pp 144-147 Chapter 6 166-169; 178-184; 186-end Supplemental reading (posted on CourseLink)	
4 Sept 24 & 26	1) What do we know about aging in individuals? 2) Lifecourse Theory	Chapter 1: pp 11-14; 30-31 (end with section on "Micro & Macro Analyses") Chapter 5: 139-142 Optional: Hutchins	
5 Oct 1 & 3	1) Aging as a political issue: What can you do? 2) Political Economy of Aging	Chapter 1: 31-37 Chapter 5: 147-149 Chapter 6: pp 185-186 Chapter 11: pp 365-367 Supplemental readings (posted on CourseLink)	Myth-busters assignment due October 4th by midnight
6 Oct 8 & 10	1) Contemporary social issue: Social participation & leisure in later life 2) Moral Economy	Chapter 11: 352-365; 367-end Supplemental readings (posted on CourseLink)	
7 Oct 17	Contemporary social issue: Ageism	Chapter 1: pp 19-28 Chapter 7: 231 Supplemental readings (posted on CourseLink)	No Class October 15 th – Happy Thanksgiving!
8 Oct 22 & 24	1) Midterm Exam 2) Lenses for understanding: Social determinants of health	Chapter 7: pp 197-201; 210-220; 231-233; 238-end	Midterm Exam October 22 nd In Class *Monday, October 21 is Election Day – go vote!

Week	Topics	Assigned Readings	Notes & Due Dates
9 Oct 29 & 31	1) Lenses for understanding: Gender, culture, and diversity 2) Race, Queer, Feminism, and Hegemonic Masculinity Theories	Chapter 2 Chapter 5: 137-139; 149 (intersectionality only) Chapter 6 169-178 Optional Articles Posted on CourseLink	
10 Nov 5 & 7	1) Contemporary social issue: Housing and caring for an aging population 2) Contemporary social issue: Retirement, pension, and financial security in later life 3) Post-modernism and Gerontology	Chapter 5: pp 137 (only) Chapter 7: 208-210; 226-230; 233-237 Chapter 8 Chapter 10 Supplemental readings (posted on CourseLink)	
11 Nov 12 & 14	1) Contemporary social issue: Changing family structures 2) Narrative Gerontology	Chapter 5: pp 153-4 Chapter 9 Supplemental readings (posted on CourseLink)	
12 Nov 19 & 21	1) Individual aging: Physical and psychological changes across the life course 2) Contemporary health issue: Mental health & aging	Chapter 3 Chapter 7: pp 220-226	Media Paper Due November 22 nd by Midnight
13 Nov 26 & 28	1) Contemporary health / social issue: End of life care 2) Summary & Integration: Returning to our learning outcomes	Chapter 12	
14	December 4 th 7:00 – 9:00 p.m.	Location TBA	Final Exam

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Participation	1,2,3,4,5	Weekly	20%
Mythbuster Assignment	1,3,4,5	October 4	20%
Midterm Exam	1,3,4	October 22	20%
Media Paper	1,3,4,5	November 22	20%
Final Exam	1,4	December 4	20%
Total:			100%

1. Participation – equally weighted throughout the semester.

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. Recognizing that students have varying comfort levels with speaking in large groups, a variety of participation activities will be used.

PLEASE: bring paper and a pen/pencil to each class in order to engage in some participation assignments.

Given the nature of the class, participation is an expectation. Students are expected to attend all classes and to be prepared for class. This includes arriving on time and striving to comprehend reading and media assignments, as well as completing written assignments in a timely manner. Our goal together should be to create an open environment that promotes discussion and fosters critical thinking. Participation during class time is required and students will have a variety of ways in which to participate. These will include large and small-group work, simulations, presentations, and mini-assignments. Students are also expected to participate on the course site outside of class meetings as assigned.

Class participation grades in this course will be based upon (a) the quality of the discussion each week; (b) observed mastery of the required readings assigned each week; (c) observed ability to engage other students in discussion relevant to the course; (d) consistency of participation in the course. Allowances will be made for differences in personal style.

2. Myth-busters assignment

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, social media, 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 below.

3. Midterm

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

4. Media assignment

This activity is intended to develop your skills critiquing public dialogue about aging. This assignment supports your success towards meeting learning outcomes 1,3, 4 and 5. Additional details about the media assignment is available on Courselink.

5. Final Exam

Similar to your midterm, your final exam will consist of multiple choice and true/false 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.

Grading: Points earned are translated to letter grades as follows:

- A range. 90-100 = A+ | 85-89 = A | 80-84 = A-

Work exceeds criteria set forth in rubric and/or assignment guidelines. Between excellent and exceptional work that combines the following characteristics in differing degrees: a superior grasp of course material, both conceptual and substantive; a strong analytic reading of written materials used; some original insights and generally very thoughtful; and exceptional, creative writing skills.

- B range. 77-79 = B+ | 73-76 = B | 70-72 = B-

Work meets criteria set forth in rubric and/or assignment guidelines. Strong, good work that combines the following characteristics in differing degrees: a firm grasp of course material, though there may be some minor errors or misunderstandings; a competent analytic reading of written materials used; not especially original but well considered; and competent writing skills.

- C range. 67-69 = C+ | 63-66 = C | 60-62 = C-

Work generally meets criteria set forth in rubric and/or assignment guidelines. Average work that displays the following characteristics in differing degrees: perhaps shaky but passable understanding of course material; largely reiterative or summative (rather than analytic) reading of written material; displays a moderate effort to think through issues; and writing skills that require further development.

- D range. 57-59 = D+ | 53-56 = D | 50-52 = D-

Work fails to meet criteria set forth in rubric and/or assignment guidelines. Poor work that displays the following characteristics in differing degrees: Student appears to have made little to no effort to tackle seminar or reading materials; misunderstands them fairly seriously; and/or has poor writing skills.

- (F) Failure. 0-49 = F

Student either did not turn in work or what was turned in showed no serious effort to keep up with or tackle course material, took no care with readings, and/or was carelessly presented.

*All grades will be rounded using conventional mathematical methods (.0-.4 is rounded down to the nearest whole number; .5-.9 is rounded up to the nearest whole number).

Grade Review: All course work will be graded carefully. On occasion, students may disagree with the mark they receive. If this occurs, I would be happy to review the mark, provided the following procedure is followed:

- Write a one-page statement detailing why you believe a marking error was made. Use the grade rubric(s) to support your argument, citing specific examples from your paper as to why you believe you satisfied the criteria better than your grade reflected.
- Submit your statement and assignment to me for review no sooner than 48-hours after the assignment was returned and no later than one-week after feedback was returned.

* I will review your mark and get back to you with written feedback. Please note that there is a possibility that following a grade review, that new grade may be lower than the original.

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

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.

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and

students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: 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. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.