SOCIOLOGY 365: SOCIOLOGY OF AGING

8:00 - 9:15  T Th
Winter, 2011
B030 JFSB

PROFESSOR: Vaughn R.A. Call
E-MAIL: vaughn_call@byu.edu
OFFICE: 2027 JFSB
OFFICE HOURS: Tuesday 1:30-2:30 pm

WEB-PAGE: Blackboard
E-MAIL HELP: aging.tas@gmail.com
OFFICE: 2053 JFSB
OFFICE PHONE: 801-422-8156

TEXT: Aging and the Life Course 5th Edition - Jill Quadagno

CLASS PRESENTATION: Each student will participate in a "Point:Counter-point" presentation. Your research and presentation represents your paper for the course.

CLASS PARTICIPATION: You are expected to attend class, study the assigned readings prior to class, and participate in class discussion. Class participation/attendance/preparation will be worth 31 points. If class preparation is lacking, short quizzes will be given on the reading material and missed points will deducted from class participation points.

MINI PRESENTATION: Each student will make one mini presentation on a theory of aging or a theory of biological aging. The presentation should cover all key points covered in the book and your supplemental research on the theory. Your PowerPoint presentation should take at least 5 minutes but no more than 8 minutes. Grade: 50% coverage of theory, 25% quality of presentation to class (including PowerPoint), and coverage and quality of one-page summary handout. If you send your handout (PDF) to the TA at least 30 minutes prior to class, she will print black/white or color copies for the class.

EXAMINATIONS: There will be three exams. Each exam will cover about one-third of the text and course material. Material from the text, films, class discussion, and student presentations will be included on the examinations. The format of the test may include multiple choice, short answer, and essay questions.

GRADES: Your course grade will be determined by the number of points you obtain on the following class assignments:

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>660</td>
<td>3 tests @ 220 points each</td>
</tr>
<tr>
<td>160</td>
<td>ISSUE presentation</td>
</tr>
<tr>
<td>30</td>
<td>Gerontology conference report</td>
</tr>
<tr>
<td>50</td>
<td>mini-presentation (5-10 minute report - plus handout)</td>
</tr>
<tr>
<td>30</td>
<td>&quot;class&quot; legislative panel participant (grade determined by class vote)</td>
</tr>
<tr>
<td>31</td>
<td>class participation (my evaluation of your involvement in the class)</td>
</tr>
<tr>
<td>39</td>
<td>13 weekly class evaluations @ 3 points each</td>
</tr>
<tr>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

I reserve the right to change assignment due dates, test dates, class assignments and class policies if circumstances warrant. If I become ill, I may ask a TA to teach a class.
Your course grade will be determined by the number of points you obtain. I expect every student to be an "A" student!

\[
\begin{array}{cc}
A & = 910 \text{ or more} \\
A- & = 880-919 \\
B+ & = 860-879 \\
B & = 800-859 \\
B- & = 780-799 \\
C+ & = 760-779 \\
C & = 700-759 \\
C- & = 680-699 \\
D+ & = 660-679 \\
D & = 600-659 \\
D- & = 580-599 \\
F & = 579 \text{ or less}
\end{array}
\]

READING SCHEDULE:

We will be flexible in our class schedule to allow for discussion of topics of interest to the class, guest speakers, and student presentations. We need to cover more than a chapter a week, so please keep up on your reading.

NOTE: I expect each student to read the assigned chapter by the day listed below. I assume that students can read the book. My lectures will present material not covered in the book, update information in the book, or expand on topics covered in the book. Therefore it is important that you read the book!

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPTER</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 4</td>
<td>1</td>
<td>The Field of Social Gerontology</td>
</tr>
<tr>
<td>Jan 6</td>
<td>2</td>
<td>Life Course Transitions</td>
</tr>
<tr>
<td>Jan 11</td>
<td>3</td>
<td>Theories of Aging</td>
</tr>
<tr>
<td>Jan 13</td>
<td>4</td>
<td>Theories of Aging (cont) and Chapter 4 - Demography of Aging</td>
</tr>
<tr>
<td>Jan 18</td>
<td>*</td>
<td>Demography of Aging (cont)</td>
</tr>
<tr>
<td>Jan 20</td>
<td>5</td>
<td>Old Age and the Welfare State</td>
</tr>
<tr>
<td>Jan 25</td>
<td>*</td>
<td>Biological Perspectives on Aging</td>
</tr>
<tr>
<td>Jan 27</td>
<td>7</td>
<td>Psychological Perspectives on Aging</td>
</tr>
<tr>
<td>Feb 1</td>
<td>*</td>
<td>ISSUE GROUP # 1. “Families should be legally responsible for the support of their aging parents.”</td>
</tr>
<tr>
<td>Feb 3</td>
<td>8</td>
<td>Family Relationships and Social Support</td>
</tr>
<tr>
<td>Feb 8</td>
<td>*</td>
<td>EXAM (Chapters 1-8, mini-presentations, lectures, issue group)</td>
</tr>
<tr>
<td>Feb 10</td>
<td>9</td>
<td>Living Arrangements</td>
</tr>
<tr>
<td>Feb 15</td>
<td>*</td>
<td>ISSUE GROUP # 2 The 2010 Health Care Reform Bill should be repealed.</td>
</tr>
<tr>
<td>Feb 17</td>
<td>10</td>
<td>Work and Retirement</td>
</tr>
<tr>
<td>Feb 22</td>
<td>11</td>
<td>Health and Health Care</td>
</tr>
<tr>
<td>Feb 24</td>
<td>12</td>
<td>Caring for the Frail Elderly</td>
</tr>
<tr>
<td>Mar 1</td>
<td>14</td>
<td>The Economics of Aging</td>
</tr>
<tr>
<td>Mar 3</td>
<td>*</td>
<td>Social Security</td>
</tr>
<tr>
<td>Mar 8</td>
<td>*</td>
<td>EXAM (Chapters 9-12, 14 (#1-7), issue group presentation, lectures)</td>
</tr>
<tr>
<td>Mar 10</td>
<td>15</td>
<td>Poverty and Inequality</td>
</tr>
<tr>
<td>Mar 15</td>
<td>*</td>
<td>GERONTOLOGY CONFERENCE on 14th</td>
</tr>
<tr>
<td>Mar 17</td>
<td>*</td>
<td>ISSUE GROUP # 3. “Thou shalt not kill, but I'm in pain: society should let me die as I choose.”</td>
</tr>
<tr>
<td>Mar 22</td>
<td>16</td>
<td>The Politics of Aging</td>
</tr>
<tr>
<td>Mar 23</td>
<td>13</td>
<td>Dying, Death, and Bereavement, Funerals</td>
</tr>
</tbody>
</table>
Mar 29  *  Planning for Retirement -Death and Taxes: Wills, Estates, and the Court System
Mar 31  *  Planning for Retirement - Insurance Options & Pensions
Apr  5  *  Planning for Retirement - Investments and Savings
Apr  7  *  Planning for Retirement - Investments and Savings
Apr 12  *  Planning for Retirement - Aging and your Future

Apr 19  *  EXAM  Thursday 11:00 am (Chapters 13, 14 (#8-16) 15 -16, lectures, issue group presentations)

POINT, COUNTER-POINT PRESENTATION
160 Points

You will be assigned to an issue group. Each group will have 4 students. The group will assign 2 students to be “for” and 2 to be “against” the issue. Each side will have 20 minutes to present their position on the issue to the class. A question and answer period will follow.

Presentations will be evaluated on:

- 25% coverage of issues in presentation (group and individual)
- 30% research cited during presentation to support position (individual)
- 20% presentation aids used (slides, handouts, etc) (group)
- 10% how effectively the group "taught" both sides of the issue (group)
- 5% how well the group responded to questions during question and answer (group)
- 5% a typed list of all references used in the presentations (individual).
- 5% a total typed list of all references used in all presentations (group).

PLEASE NOTE: At the end of the presentation, the group will turn in a group notebook. This notebook will not be returned. The notebook must include:

1) a typed title page listing title of issue and the names of all group members,

2) A separate, labeled section for each group member that includes:
   a) the group member’s research notes (typed) used to prepare your presentation (a mini-paper),
   b) a complete typed list of all references that you used and/or reviewed for your presentation,
   c) a copy of all presentation materials (slides, handouts, & notes) that you used during your presentation. Slides should be printed in “handout” mode - 6 slides per page.

3) A total group typed list of references (combine individual reference lists into one reference list)

At the end of the group’s presentation, each group member will be asked to evaluate their own and each group members’ performance as a member of the group. In addition the class will be asked to rate which student’s presentation was the best (coverage of issue, research cited, presentation aids, effectiveness of teaching, clarity of argument)
POSSIBLE REFERENCE SOURCES FOR "POINT-COUNTER-POINT" PRESENTATIONS

NOTE: INTERNET SOURCES MAY BE USED, BUT YOUR RESEARCH GRADE WILL BE REDUCED SIGNIFICANTLY IF MOST OR ALL SOURCES CITED AND USED ARE FROM THE INTERNET!!!!

JOURNALS

A. Sociology
- American Journal of Sociology HM 1 .A7
- American Sociological Review HM 1 .A75
- British Journal of Sociology HM 1 .B75
- Demography HB 881 .A1 D53
- Pacific Sociological Review HM 1 .P33
- Social Forces HN 51 .S5
- Social Problems HN 1 .S58
- Social Research H 1 .S53
- Social Science Research H 1 .S613
- Sociological Inquiry HM 1 .S68
- Sociological Quarterly HM 1 .S69
- Sociology of Education L 11 .J76

B. Family
- Journal of Family History HQ 503 .J67
- Journal of Family Issues HQ 1 .J463
- Journal of Marriage and the Family HQ 1 .J48x

C. Aging
- Annual review of Gerontology and Geriatrics HQ 1060 .A55x
- Generations HQ 1060 .G38X
- International Journal of Aging and Human Development HQ 1060 .A33
- Journal of Applied Gerontology HQ 1060 .J66
- The Gerontologist HQ 1060 .G4
- Research on Aging HQ 1060 .R48x

D. Other
- Annals of the American Academy of Political and Social Science H 1 .A4 (plus microfiche)
- Health and Society RA 421 .M55X
- Policy Studies Journal H 1 .P72
- Social Policy HN 51 .S54
- The Public Interest H 1 .P86

SOURCES OF DATA ON THE ELDERLY
- Current Population Reports (Bureau of the Census) C 3 .186
- Handbook of Labor Statistics L 2 .3
- Gallup Polls
- Statistical Abstract of the United States (annual) HA 202 .A2s
- World Almanac and Book of Facts (annual) AY 67 .N5W7

ENCYCLOPEDIAS AND INDEXES
- ERIC Resources in Education LB 5 .XIE7 - (CD-ROM)
- Social Sciences Index AI 3 .S62
- Sociological Abstracts HM 1 .S67
IMPORTANT CLASS NORMS:

I care about my students. I try to accommodate health and personal issues that come up. Unfortunately, students have begun to take excessive advantage of my flexibility. Given the growing number of students who seem to have forgotten the basic rules of courteous, classroom behavior, the following norms are expected in my class:

Disruptive behavior including leaving class early, coming to class late, cell phone interruption or use during class, and/or other disruptions (students who dominate class discussion or lecture with excessive comments/questions, private discussions on non-class topics with students seated next to you during class discussions and lectures, reading newspapers, eating in class, etc.) will lower your grade.

Leaving class early (during a lecture/class presentation) is unacceptable behavior! If you know that you have to leave class early for a legitimate reason, you must check with me before class for permission to leave. If you have a health problem that you know may cause you to temporarily leave the classroom, please let me know at the start of class or raise your hand during class and request to leave. Unexcused exits from the classroom during a lecture will result in 50 points being deducted from your grade total for each occurrence. Please note: this norm does not apply to extreme, unexpected health emergencies.

Personal Computer Use in Class NOT permitted: Given past problems with students playing solitaire, watching movies, sending e-mails and surfing the web during class, personal computer use in class is not permitted.

Cheating - Plagiarism: While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See http://www.byu.edu/honorcode for specific examples of intentional, inadvertent plagiarism, fabrication and falsification.

Sex Discrimination: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office or contact the Honor Code Office.

Students with Special Needs: Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office.
ISSUE GROUP PRESENTATION

List interest level: 1= top choice, 3=last choice

Feb 1 ____ # 1. Families should be legally responsible for the support of their aging parents.
Feb 15 ____ # 2. The 2010 Health Care Reform Bill should be repealed.
Mar 17 ____ # 3. Thou shalt not kill, but I'm in pain: society should let me die as I choose.

Mini presentations: List interest level: 1= top choice, 2 = second choice, 3 = third choice

Social Theories of aging:
Jan 11 _____ Disengagement theory
Jan 11 _____ Activity theory
Jan 11 _____ Continuity theory
Jan 11 _____ Exchange theory
Jan 13 _____ Modernization theory
Jan 13 _____ Age stratification/life-course theory

Biological theories of aging:
Jan 20 _____ Wear and tear theory
Jan 20 _____ Somatic mutation theory
Jan 20 _____ Immune function theory
Jan 20 _____ Cross-linkage theory
Jan 25 _____ Free-radical theory
Jan 25 _____ Genetic control theory

Biological Aging
Jan 25 _____ Osteoporosis
Jan 25 _____ Arthritis

Psychological aging
Jan 27 _____ Alzheimer’s disease
Jan 27 _____ Parkinson’s disease