SOCIOLOGY OF AGING
SOCIOLOGY 365
9:30-10:15  T Th
Winter, 2014
B032 JFSB

PROFESSOR: Vaughn R.A. Call
E-MAIL: vaughn_call@byu.edu
OFFICE: 2027 JFSB
OFFICE HOURS: Tuesday 4:00 - 5:00 pm
WEB-PAGE: Learning Suite

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

COURSE OBJECTIVES AND LEARNING OUTCOMES:

Sociology of Aging is the study of older people and their social relations. The course includes the study of social interaction, the relations of power in modern society, family and community life, organizations, and institutions. In addition, gerontologists study social change and social movements, diversity and the origins of inequality, and social conflict as they pertain to older adults. The study of aging in society includes learning about the theoretical perspectives on aging and the diverse research methodologies that inform sociological analysis. The course examines aging and retirement issues from a life-course theoretical framework that provides students an integrated perspective on life-course transitions facing older people as well as practical information on preparing for their own retirement.

Consistent with University and College expectations, the Department of Sociology has identified five main teaching objectives. The following chart briefly describes how course objectives align with the expected Sociology Department learning outcomes.

<table>
<thead>
<tr>
<th>Program Learning Outcome: 1. Substantive Knowledge</th>
<th>Course Objectives</th>
<th>Assessment of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be conversant with the substantive areas of sociology and the variety of theories associated with these substantive areas.</td>
<td>Students will demonstrate knowledge of the major micro and macro theories of aging by identifying applications of these theories to the explanation of aging in our society.</td>
<td>Participation in lectures. Participation in issue groups. First essay/short answer exam.</td>
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<tr>
<td>Graduates will know the major controversies and debates, new developments, emerging issues, and current trends within substantive areas.</td>
<td>Students will read about, research, and participate in discussions about major controversies surrounding biological, social and psychological aging in our modern day society.</td>
<td>Participation in class discussions. Participation in issue groups. Three essay/short answer exams</td>
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<td>Graduates will be able to critically assess the strengths and weaknesses of current sociological theories and research relating to substantive areas.</td>
<td>Students will critically assess the strengths and weaknesses of theories and research related to sociology of aging.</td>
<td>Participation in lectures. Participation in issue groups. First essay/short answer exam.</td>
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<tr>
<td>Program Learning Outcome: 2. Understanding Diversity and Inequality</td>
<td>Course Objectives</td>
<td>Assessment of Progress</td>
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<td>Graduates will learn the limitations of extrapolating from their own experience and will be able to articulate how the life experience of others may differ from their own.</td>
<td>Students will expand their knowledge of the life experiences of older people by reading academic research that stresses the problems associated with increased cumulative disadvantage across the life-course. Students will also explore retirement issues facing themselves and older adults.</td>
<td>Participation in class lectures. In-class discussion. Participation in issue group. Three essay/short answer exams.</td>
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<tr>
<td>Graduates know how race, class, and/or gender intersect with other social categories to create a variety of life experiences and influence the life changes of individuals.</td>
<td>Students will learn how race, class, and gender intersect with aging in our society by reading course material, participating in class lectures and activities, and by synthesizing information presented.</td>
<td>Participation in class lectures. In-class discussions. Participation in issue group. Three essay/short answer exams.</td>
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<tr>
<td>Graduates will be able to articulate the sources of social conflict and describe the relations of power in modern society.</td>
<td>Students will understand sources of social conflict across generations and be able to describe these relationships of power as they relate to the accumulation of wealth across the life-course and the loss of that power as older people disengage from social roles.</td>
<td>Participation in class lectures. In-class discussions. Participation in issue group. Three essay/short answer exams.</td>
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<tr>
<th>Program Learning Outcome: 3. Understanding Sociological Theory</th>
<th>Course Objectives</th>
<th>Assessment of Progress</th>
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<tbody>
<tr>
<td>Know the basic ideas and arguments forming sociological inquiry, including philosophical foundations, philosophy of social science, and development of classical theory.</td>
<td>Students will demonstrate knowledge of the major micro and macro theories of aging by identifying applications of these theories to the explanation of aging in our society.</td>
<td>Participation in class lectures. In-class discussions. Participation in issue group. Three essay/short answer exams.</td>
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<tr>
<td>Be conversant with the major theoretical perspectives of sociology (e.g. positivism, neo-Marxism, structuralism, post modernity, feminism, etc.).</td>
<td>This objective is not directly applicable to this course.</td>
<td>not applicable</td>
</tr>
<tr>
<td>Graduates are able to critically assess the strengths and weaknesses of relevant theoretical perspectives.</td>
<td>Students will refer to theories that inform the sociology of aging throughout the semester and learn to conceptualize all course discussions within the context of relevant theoretical perspectives.</td>
<td>Participation in lectures. Participation in issue groups. Three essay/short answer exams.</td>
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<tr>
<td>Program Learning Outcome 4. Understanding Sociological Epistemologies</td>
<td>Course Objectives</td>
<td>Assessment of Progress</td>
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<tr>
<td>Know the full range of methodologies, the basic epistemological assumptions associated with each, the criteria for evaluating quality research, and how to select and implement the appropriate method to test a hypothesis or address a research question.</td>
<td>This objective is not directly addressed in this course</td>
<td>not applicable</td>
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<tr>
<td>Be able to estimate and interpret uni-variate and bi-variate statistics and generalize their meaning to the appropriate population.</td>
<td>Students will apply estimation and statistical interpretation skills learned in methodology and statistics courses to evaluate the rigor of evidence used to support public policy positions on aging issues.</td>
<td>Participation in lectures Participation in issue groups Issue group presentation/report</td>
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<td>Will have the necessary skills to analyze data and summarize findings including basic familiarity with spreadsheet programs and statistical packages, the analytic process of comparing across categories, how to chart historical trends, and how to summarize findings for written or oral presentation.</td>
<td>Students will apply estimation and statistical interpretation skills learned in methodology and statistics courses to examine demographic trends and to provide evidence to support their position on current aging issues.</td>
<td>Participation in lectures Demographic trends activity Participation in issue groups Issue group presentation/report</td>
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<tr>
<th>Program Learning Outcome 5. Capstone Experiences</th>
<th>Course Objectives</th>
<th>Assessment of Progress</th>
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</thead>
<tbody>
<tr>
<td>Graduates are able to conduct electronic bibliographic searches and determine the scientific quality of the research they find</td>
<td>Students will participate in research-based activities that require bibliographic searches for quality research on topics related to the sociology of aging.</td>
<td>Class issue presentation Issue group presentation/report</td>
</tr>
<tr>
<td>Graduates are able to demonstrate their knowledge of substantive areas, theory, and research methodologies by developing an original sociological argument in writing.</td>
<td>Students will demonstrate their knowledge of various topics in sociology of aging by synthesizing their informed ideas in scholarly writing.</td>
<td>Class issue presentation Issue group presentation/report Final essay exam</td>
</tr>
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</table>

**CLASS PRESENTATION:** Each student will participate in a "Point:Counter-point" presentation. You will be assigned to a group of three or four students to work on this group presentation. Your research for the report and the class presentation will represent 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.
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. Most of the questions will be short answer essay type questions.

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

- 690 3 tests @ 230 points each
- 160 ISSUE presentation
- 60 Mini-presentation on theories of aging and diseases
- 30 "class" legislative panel participant (grade determined by class vote)
- 34 class participation (my evaluation of your involvement in the class)
- 26 13 weekly class evaluations @ 2 points each

1000 points

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!

A = 910 or more  
A- = 880-909  
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 or less
**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>
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<tbody>
<tr>
<td>Jan 7</td>
<td>1</td>
<td>The Field of Social Gerontology</td>
</tr>
<tr>
<td>Jan 9</td>
<td>2</td>
<td>Life Course Transitions</td>
</tr>
<tr>
<td>Jan 14</td>
<td>*</td>
<td>Life Course Transitions</td>
</tr>
<tr>
<td>Jan 16</td>
<td>3</td>
<td>Theories of Aging</td>
</tr>
<tr>
<td>Jan 21</td>
<td>4</td>
<td>Demography of Aging</td>
</tr>
<tr>
<td>Jan 23</td>
<td>5</td>
<td>Old Age and the Welfare State</td>
</tr>
<tr>
<td>Jan 28</td>
<td>6</td>
<td>Biological Perspectives on Aging</td>
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<tr>
<td>Jan 30</td>
<td>*</td>
<td>Biological Perspectives on Aging</td>
</tr>
<tr>
<td>Feb 4</td>
<td>7</td>
<td>Psychological Perspectives on Aging</td>
</tr>
<tr>
<td>Feb 6</td>
<td>*</td>
<td>EXAM (Chapters 1-7, mini-presentations, lectures)</td>
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<tr>
<td>Feb 11</td>
<td>-</td>
<td>ISSUE GROUP #1. Families should be legally responsible for the support of their aging parents.</td>
</tr>
<tr>
<td>Feb 13</td>
<td>8</td>
<td>Family Relationships and Social Support</td>
</tr>
<tr>
<td>Feb 18</td>
<td>*</td>
<td>MONDAY CLASSES</td>
</tr>
<tr>
<td>Feb 20</td>
<td>9</td>
<td>Living Arrangements</td>
</tr>
<tr>
<td>Feb 25</td>
<td>10</td>
<td>Work and Retirement</td>
</tr>
<tr>
<td>Feb 27</td>
<td>11</td>
<td>Health and Health Care</td>
</tr>
<tr>
<td>Mar 4</td>
<td>12</td>
<td>Caring for the Frail Elderly</td>
</tr>
<tr>
<td>Mar 7</td>
<td>*</td>
<td>ISSUE GROUP #2 The current Social Security system should be converted to a program based on personal savings and investments modeled after IRAs and 401Ks.</td>
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<tr>
<td>Mar 11</td>
<td>14</td>
<td>The Economics of Aging</td>
</tr>
<tr>
<td>Mar 13</td>
<td>*</td>
<td>GERONTOLOGY CONFERENCE March 12 (evening) March 13th (11:00-11:50)</td>
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<tr>
<td>Mar 18</td>
<td>*</td>
<td>EXAM (Chapters 8-12,14 (#1-7), issue group presentations, lectures)</td>
</tr>
<tr>
<td>Mar 20</td>
<td>15</td>
<td>Poverty and Inequality</td>
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<tr>
<td>Mar 22</td>
<td>16</td>
<td>The Politics of Aging</td>
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<tr>
<td>Mar 27</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>
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<tr>
<td>Apr 1</td>
<td>13</td>
<td>Dying, Death, and Bereavement, Funerals</td>
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<tr>
<td>Apr 3</td>
<td>*</td>
<td>Planning for Retirement - Death and Taxes: Wills, Estates, and the Court System</td>
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<tr>
<td>Apr 8</td>
<td>*</td>
<td>Planning for Retirement - Insurance Options &amp; Pensions</td>
</tr>
<tr>
<td>Apr 10</td>
<td>*</td>
<td>Planning for Retirement - Investments and Savings</td>
</tr>
<tr>
<td>Apr 15</td>
<td>*</td>
<td>Planning for Retirement - Investments and Savings</td>
</tr>
<tr>
<td>Apr 18</td>
<td>–</td>
<td>FINAL EXAM Friday, 11:00 (Chapters 13, 14 (#8-16), 15, 16, lectures, issue group presentation)</td>
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</tbody>
</table>
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
Journal of Gerontology HQ 1060 .J6
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
Historical Statistics of the United States HA 202 .A385
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 without Professor Call’s permission. Given past problems with students playing solitaire, watching movies, sending e-mails and surfing the web during class, personal computer use in class is generally not permitted.

Video and audio recording of class lectures, class presentations, or class discussions is not permitted. (Only exception: written authorization from the Services for Students with Disabilities Office (422-2767) for special needs students)

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 and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

Students with Special Needs: Brigham Young University is committed to providing a working and learning atmosphere that 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 (422-2767). 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.
ISSUE GROUP PRESENTATION

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

Feb 11 ___ # 1 Families should be legally responsible for the support of their aging parents.

Mar 7 ___ # 2. The current Social Security system should be converted to a program based on personal savings and investments modeled after IRAs and 401Ks.

Mar 27 ___ # 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:
 ______ Activity theory
 ______ Continuity theory
 ______ Disengagement theory
 ______ Exchange theory
 ______ Modernization theory

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

Biological Aging
 ______ Osteoporosis
 ______ Arthritis
 ______ Cataracts, Glaucoma, Macular degeneration, and Diabetic Retinopathy
 ______ Hearing loss (presbycusis)

Psychological Aging
 ______ Alzheimer's disease
 ______ Parkinson's disease

Age related diseases
 ______ “skin cancer” (basal cell carcinoma, squamous cell carcinoma, & melanoma)