GERO 5100-Section 002
Aging and Society
Spring 2015

Credits: 2
Meeting Days: Thursday
Meeting Time: 2:30 pm – 4:25 pm
Meeting Place: Mayo D-330
Instructor: Tetyana Shippee, Ph.D.
Office Address: D-371 Mayo Memorial Building
Office Phone: 612-626-3065
E-mail: tshippee@umn.edu
Office Hours: Arranged

I. Course Description
An examination of the broad range of topics and issues related to aging. Consideration of how the processes of aging affect individuals, groups, cohorts, and societies by drawing from research in sociology, psychology, gerontology, and health sciences. Comparisons are made of the processes of aging in U.S. and other countries.

II. Course Prerequisites
None.

III. Course Goals and Objectives
- Be familiar with the major social theories of aging.
- Be aware of the relationship between history, culture, and individual’s life course.
- Increase your knowledge of the changes that accompany aging.
- Understand the social construction of age.
- Be able to recognize myths about aging.
- Appreciate the diversity of the population known as “elderly.”
- Understand policy issues about long-term care.
IV. Methods of Instruction and Work Expectations

Meeting the course objectives and understanding the course material requires that both the instructor and students stay up-to-date with readings and assignments. **Read the weekly assigned material before coming to class.** Lectures are intended to clarify and supplement, not repeat, what is covered in the required reading. The out-of-class assignments are meant to reinforce the language, concepts and process laid out in the lectures and required readings.

V. Course Text and Readings


The syllabus, course outline, assignments, and instructions for finding online articles will be posted on Moodle. Instructions are at: [http://www.oit.umn.edu/moodle/](http://www.oit.umn.edu/moodle/). To access the Moodle for this course, select the link “Log in to Moodle 2” under **Quick Links** on the right-hand sidebar.

VI. Course Outline/Weekly Schedule

Readings and Course Assignments

The dates refer to when we will study each topic. Readings should be done before that date. This schedule may change as the semester unfolds in which case I will notify you ahead of time.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topics</th>
<th>Readings *reading not available online</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 22</td>
<td>Introduction to course:</td>
<td>- Rowe &amp; Kahn (1996)</td>
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<td></td>
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<td>- Social gerontology</td>
<td>- Hagestad &amp; Uhlenberg (2005)</td>
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<td></td>
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<td>- Ageism</td>
<td>- The Guardian news story “This is what 100 looks like”</td>
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<td></td>
<td></td>
<td>- Does old age have meaning?</td>
<td>- New York Times story “what if age is nothing but a mind-set?”</td>
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<td>Short paper 1 due.</td>
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<td>2</td>
<td>Jan. 29</td>
<td>Demography of aging</td>
<td>- Mor (2005)</td>
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<td></td>
<td></td>
<td>- Individual, population aging</td>
<td>- Martin (2011)</td>
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<td></td>
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<td>- Changing age structure</td>
<td>- New York Times Story on “The Fountain of Youth”</td>
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<td></td>
<td></td>
<td>- Compression of morbidity</td>
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<td>3</td>
<td>Feb. 5</td>
<td>Theories of aging</td>
<td>- Carstensen (2001)</td>
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<td></td>
<td></td>
<td>- Micro-theories of aging</td>
<td>- Lifespan video</td>
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<td>- Coming of Age in America video</td>
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<td>Poverty and inequality</td>
<td>- The Nation article</td>
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<td>- Aging and social stratification</td>
<td><em>NY times article</em></td>
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<td></td>
<td>- Racial, gender inequality</td>
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<td>Guest lecture: Carrie-</td>
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<td>Henning Smith</td>
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<tr>
<td>Date</td>
<td>Event</td>
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</table>
| 5 Feb. 19 | **Work and retirement**  
  - Labor force participation  
  - Labor force withdrawal  
  - Herzog et al. (2001)  
  - Zajakova et al. (2014)  
  1 page project proposal due  
  Short paper 3 due |
| 6 Feb. 26 | **Mental health in older age.**  
  - Small & Backman (1999)  
  - Mechanic & McAlpine (2011)  
  The New Old Age Blog post  
  Short paper 3 due |
| 7 Mar. 5 | **Creativity, emotions, and personality in later life**  
  - Fisher & Specht (1999)  
  - Atlantic news story  
  - NyMag story  
  Short paper 4 due |
| 8 Mar. 12 | Watch Film in Class  
  2 page project outline due |
| 9 Mar. 19 | No class—Spring Break |
| 10 Mar. 26 | **Social networks in adulthood**  
  - Carstensen et al. (1999)  
  - Carr & Moorman (2011)  
  NPR news story on transition to adulthood  
  Movie review paper due |
| 11 Apr. 2 | **Family relationships and social support**  
  - Social support system  
  - Later stages of marriage  
  - Parent-child relationships  
  - Fingerman et al. (2004)  
  - Umberson et al. (2005)  
  US Census Bureau.  
  "Grandparents who live with their grandchild."
  The Society story  
  "Families as they really are."
  Short paper 5 due.  
  Guest lecture: B. Capistrant |
| 12 Apr. 9 | **Health and health care**  
  - Elderly in the health care system  
  - Institutional care  
  - Ng et al. (2010)  
  New York Times story on falls  
  Short paper 6 due.  
  Guest lecture: R. Kilaberia |
| 13 Apr. 16 | **Caring for frail older adults**  
  - Profile of caregivers  
  - Caregiver burden  
  - Wolff & Kasper (2006)  
  - Vernooij-dassen et al. (1998)  
  Washington Post Story  
  Short paper 7 due  
  Guest lecture: J. Gaugler |
| 14 Apr. 23 | No class—work on final project |
VI. Readings

January 22, 2015


Bailey, David. This is what 100 looks like. The Guardian. [http://www.theguardian.com/artanddesign/2014/nov/01/david-bailey-this-is-what-100-looks-like?CMP=fb_gu](http://www.theguardian.com/artanddesign/2014/nov/01/david-bailey-this-is-what-100-looks-like?CMP=fb_gu)


January 29, 2015


February 5, 2015


*Life span video.* [http://www.youtube.com/watch?v=-5s6FLjdZNC](http://www.youtube.com/watch?v=-5s6FLjdZNC)

The Big Idea in 4 Minutes-Coming of Age in American. [https://www.youtube.com/watch?v=ZOA1v4-2Fos](https://www.youtube.com/watch?v=ZOA1v4-2Fos)
February 12, 2015


February 19, 2015


February 26, 2015


March 5, 2015


March 12, 2015

Watch film in class

March 19, 2015

Spring break

March 26, 2015


April 2, 2015


April 9, 2015


April 16, 2015


April 23, 2015

No class. Work on final project.

April 30, 2015


Housing American’s Older Adults.
http://www.jchs.harvard.edu/research/housing_americas_older_adults

May 7, 2015


Consumer reports. 2014. A beautiful Death. 
http://web.consumerreports.org/endoflife.htm?EXTKEY=NH4AN00H

VII. Evaluation and Grading

Grades are calculated on the "total points" method. The total number of points possible in this course is 300. Class participation is worth 7% of your grade. Movie review paper, class presentation, and short papers each count for 17% of the grade, and the final paper is worth 42% of your total grade. The breakdown of points is listed below.

a. Movie review paper:

You will be asked to write a movie review paper. Movie assignment is a 3 page reflection paper on how the content of the film relates to the class material and your personal impressions of the film. The movie review is worth 17% percent of your total grade.

b. Final project:

You have two options for the final paper: interview an older adult and write-up a life review or write a research paper. Detailed instructions for final project will be handed out by the instructor. The final paper is worth 42% of your grade.

c. Lead class discussion:

You will lead discussion for one week's topic by supplementing it with additional sources. Sign-up will be held in class, and the roster will be posted on the course Moodle site. I expect one to two additional articles, chapters, or other online sources beyond the readings required for that time period. Choose a focus for your presentation (e.g., the role of race for caregiving) and prepare to lead discussion on the topic for about 20-30 minutes. On the day you present, submit one page write-up of the topic on which you are presenting, your substantive focus, and supplementary sources, along with any other handouts or power point presentation. The presentation is worth 17 percent of your grade.

d. Participation:

There are two ways in which you can earn your participation credits.

First, 25 points will be based on in-class discussion. To earn these points, you need to participate in discussion of readings, provide thoughtful comments on your colleagues’ presentations, and ask meaningful questions.

Second, you will be asked to write 5 short papers reflecting the assigned readings. Each paper is worth 10 points. There are 7 opportunities to turn in short papers. Fewer than 5 of these papers will result in 0 for that portion of your grade. These papers have to be turned in the day the readings are due, either in hard copy at the start of class or via e-mail to Dr. Shippee (tshippee@umn.edu) by 1pm the day of class. You will lose 1 pt for each day the assignment is late.

For each paper, provide a synthesis by linking the seminal points from the readings. The papers should not merely report about the readings, but connect ideas, and combine, contrast, restate, or further a given discussion. Feel free to express opinions, your views, and reactions, but embed these in a thoughtful discussion of given material. You are asked to address 3 questions:

1) What are two main take-away points from the assigned academic readings?
2) How do the academic and non-academic readings relate to each other (if at all)?
3) What are the implications for social policy based on these readings? [list at least one implication]

Please use 12 point font, double spacing, no cover page, last name on each page. The paper should be about 2 pages long (no more than 3).

Participation is worth 25 percent of your grade

e. Extra credit:
You can earn an additional 15 points by learning more about the research of our guest speakers. You will need to produce a 1.5 page write-up (double-spaced), which consists of two components:

1. A summary of the guest speaker’s recent article (1 pg.).
2. Discussion of how the article complements guest speaker’s presentation (1/2 pg.).

You can do a total of 3 such papers, each worth 5 points. You can have a total of 15 points of extra credit. Each of these papers is due on the Tuesday following the guest speaker’s presentation at the beginning of class.

Class participation                   25 points
Lead class discussion               50 points
Short papers
   (5 papers (out of 7) @10 points each)   50 points
Movie review paper                  50 points
Final project                        125 points

Total:                                300 points

University of Minnesota Uniform Grading and Transcript Policy
University grading policies are on: http://www.umn.edu/usenate/policies/uniformgrading.html
Letter grades and associated points are awarded in this course as follows below, and will appear on the student’s official transcript. The S grade does not carry points but the credits will count toward completion of the student’s degree program if permitted by the college or program.

<table>
<thead>
<tr>
<th>Grade Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>A = 285-300</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>A- = 270-284</td>
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<tr>
<td>B+ = 269-261</td>
<td></td>
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<tr>
<td>B = 250-260</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B- = 240-249</td>
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<tr>
<td>C+ = 235-239</td>
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<tr>
<td>C = 230-234</td>
<td>Represents achievement that meets the course requirements in every respect.</td>
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<tr>
<td>C- = 225-229</td>
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<tr>
<td>D+ = 220-224</td>
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<tr>
<td>D = 215-219</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>F = 219 and below (0.0)</td>
<td>Represents failure and signifies that the work was completed but not at a level of achievement worthy of credit.</td>
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S/N option must complete all assignments to a C- level (70%):

<table>
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<tr>
<th>S</th>
<th>Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-).</th>
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</thead>
<tbody>
<tr>
<td>N</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not forgotten.</td>
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</tbody>
</table>
worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.
Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development, Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict
Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

**Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

**OR:**

**Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students."