

Sociology 301 Sec. 2 (MW) WE, Social Investigations II
Sociology of Aging
Fall 2016

R. Enright
Office: 488A CCC 346-2665
Office Hours: M 2-3; T 1-3

SYLLABUS

Goal of the Course

This course is an introduction to the Sociology of Aging. The focus is on social aspects and processes of individual and societal aging. The major emphasis will be on American society, but attention will be given to aging in other societies as well.

Required Reading:

Rental Texts:

- Enright, Robert. Perspectives in Social Gerontology, Allyn and Bacon, 1994
- Quadagno, Jill. Aging and the Life Course Sixth Edition, McGraw-Hill, 2014

Recommended Book:

The Elements of Style by Stunk and White (Any edition).

Electronic Reserve:

- Required readings are available on electronic reserve. From MyPoint, click on the Library tab, and then click on Library Reserves. You may then select the readings from list.

Learning Outcomes:

Upon completing this course students will be able to:

- Define the major concepts and methods used by social scientists to investigate, to analyze or to predict human or group behavior.
- Explain the major principles, models and issues under investigation by the social sciences.
- Examine how the individual or groups of individuals are influenced by social, cultural or political institutions both in their own culture and in other cultures.

Communication in the Major. This course partially fulfills the requirement for GEP communication in the major in Sociology and Social Work.

Communication in the Major courses provide students with systematic opportunities to develop oral and written communication skills in the context of their chosen fields, beginning the process of learning to communicate effectively in discipline-specific formats and styles.

Upon completing this requirement, students will be able to:

- Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.

Exams

Two exams will be given. They will be made mostly of essay and short answer questions.

Attendance:

Students are expected to attend class regularly and remain for the entire session. Students who are scheduled for a class presentation are required to be present and prepared on the assigned day. Anyone unable to take an exam or lead a discussion due to illness must notify me before the scheduled presentation or exam.

Class Discussions:

Each member of the class will serve on a panel that will lead a discussion of an article or set of articles selected from the required reading for the course. The panel will briefly summarize the reading, point out its strengths and limitations, and relate the article to other material from the course and your own experience. The emphasis of the discussion should be on interpreting the ideas in the article and relating them to your own perspective. Discussion leaders are required to hand in a brief outline of their presentation on the day of the discussion. All members of the class are expected to participate in the discussion, but only discussion leaders are required to prepare the written outline.

Research Project Presentations and Paper:

Each member of the class is required to conduct a small scale research project. The project should address a specific question pertaining to aging from a sociological perspective. You will be allowed to select your own topic, but it must be approved in advance. In addition to submitting your paper, you will give a short presentation on your project. Research projects may emphasize either a literature review or an original, small-scale study (e.g. survey, case study, or participant observation). In either case they must focus on a specific topic and incorporate a sociological perspective.

Original, Small-Scale Study--Include the following:

1. A clear statement of the topic and the question you are addressing
2. Brief Literature Review, including a creative synthesis of the ideas in the literature
3. Method of information collection or data collection
4. Findings
5. Discussion
6. Summary
7. Reference list

The following books may help you get started selecting and refining your topic.

Handbook of Aging and the Social Sciences [electronic resource] / editors, Robert H. Binstock and Linda K. George. associate editors Stephen J. Cutler, Jon Hendricks, and James H. Schulz Amsterdam ; Boston : Academic Press, Amsterdam (Netherlands) : Elsevier/Academic Press, 2011

The Encyclopedia of Aging: A Comprehensive Resource in Gerontology and Geriatrics / George L. Maddox, editor-in-chief New York: Springer Pub. Co., 2001
Location: Reference Room. Call Number: [HQ1061 .E53 2001](#)

Encyclopedia of aging / David J. Ekerdt, editor in chief. New York : Macmillan Reference USA, 2002 Location: Reference Room Call Number [HQ1061 .E534 2002](#)
also available in 4th ed. as an electronic resource. Click here [Schulz, Richard, 1947-](#)

Suggested Topics for Research Project Papers:

The following are ideas for project topics. You are not restricted to these topics. Rather, you are encouraged to create your own idea. All topics must be approved in advance.

- 1 Widowhood: The effect of the death of a spouse.
- 2 Bereavement, Grief, and Mourning
- 3 Developmental perspectives on aging: How individual's character develops through life.
- 4 Elders of Color: How aging affects people of different races or ethnicities in various ways.
- 5 Social Security and Gender Inequality
- 6 Elder Abuse
- 7 Religiousness and Aging
- 8 Hospice services for the dying and their families.
- 9 The Family Medical Leave Act and the challenges faced by employed caregivers.
- 10 Nursing Homes: How to find a suitable one for your older family member.
- 11 Assisted Living and other alternatives to nursing homes for Long-Term-Care.
- 12 Applying the Life-Course perspective to understanding and older family member or friend.
- 13 Portrayals of older adults in the media (e.g., movies, TV, magazines, Internet).
- 14 Parkinson's disease and how it affects the patient and caregivers.
- 15 Collect jokes, cartoons, and articles from magazines or newspapers. What do they suggest about the image of older people in our society?
- 16 Attend a social function of the aging such as a Lincoln Center lunch, meeting, senior center meeting, or ballroom or folk dancing. What are the informal topics of conversations? What kinds of interaction took place? what norms and values did you observe?
- 17 Age Discrimination
- 18 LGBT issues in aging
- 19 Aging workforce
- 20 Communication and Aging
- 21 Older adults and technology
- 22 Suicide and the Elderly

Grades:

Exam I	25%
Exam II	25%
Discussion	10%
Paper I	20%
Paper II	15%
Paper Presentation	5%

Note: You must complete all assignments in order to pass the course.

Student Academic Standards and Disciplinary Procedures

You are referred to UWS/UWSP Chapter 14, Student Academic Standards and Disciplinary Procedures at the following website: [UWS/UWSP Chapter 14 - Student Academic Standards and Disciplinary Procedures](#)

This website contains information on UWSP and UW System academic honesty standards.

TENTATIVE CALENDAR

WEEK	TOPIC	READING
Week 1 Sept. 7	Introduction to Course	Enright: Preface xvii-xviii Quadagno: Ch. 1 The Field of Social Gerontology
Week 2 Sept. 12, 14	Social Images of Aging DISCUSSION #1 Sept. 14	Enright: Introduction: Real and Imagined Effects of Aging, pp. 1-2 Quadagno Ch. 2 Life Courses Transitions "Dispelling Ageism: The Cross-Cutting Intervention" by Robert N. Butler pp. 3-10 in Enright "Aging and Disability: Behind and Beyond the Stereotypes" by Meredith Minkler pp. 11-24 in Enright
Week 3 Sept. 19, 21	Demographics of Aging Physical Aspects of Aging STATEMENT OF RESEARCH PROJECT TOPICS DUE SEPTEMBER 21	Quadagno: Ch. 4 Demography of Aging Enright: pp. 31-32 Quadagno: Ch. 6 Biological Perspectives on Aging
Week 4 Sept. 26, 28	Historical and Cross-Cultural Perspectives DISCUSSION #2 Sept. 28	Enright: pp. 60-62 "Roles for Aged Individuals in Post-Industrial Societies" by Harold Cox pp. 63-69 in Enright "How Japanese Families Cope with Fragile Elderly" by Anne O. Freed pp. 76-85 in Enright "The Coming of Age" by Simone de Beauvoir (reserve) pp. 70-75 in Enright
Week 5 Oct 3, 5	Social Theories of Aging	Quadagno: Ch. 3 Theories of Aging

Week 6 Oct. 10,12	Social Theories of Aging (continued) PAPER I DUE OCT. 12	
Week 7 Oct. 17, 19	Aging, Family and Social Relationships DISCUSSION #3 Oct. 17	Quadagno: Ch. 8 Family Relationships and Social Support Systems "Family Care of the Frail Elderly: A New Look at 'Women in the Middle'" by Boyd and Treas pp. 142-147 in Enright "Marriages in Later Life" by Rosalie Gilford pp. 148-155 in Enright "The Family: Women and Grandparents as Kin- Keepers" by Gunhild O. Hegstad (reserve)
Week 8 Oct. 24, 26	Work and Retirement DISCUSSION #4 Oct. 24 EXAM I Oct. 26	Quadagno: Ch. 10 Work and Retirement Enright: pp. 182-183; 199 "Ending a Career in a Declining Industry: The Retirement Experience of Male Auto Workers" by Meyer & Quadagno (reserve) "The Busy Ethic: Moral Continuity Between Work and Retirement" by David Ekerdt pp. 201-209 in Enright
Week 9 Oct. 31 Nov. 2	Living Arrangements and Long-Term Care DISCUSSION #5 Oct. 31	Quadagno: Ch. 9 Living Arrangements Ch. 12 Caring for the Frail Elderly Enright: pp. 163-164 "Middle-Class Medicaid" by Andrea Bates (reserve) "The Medicaid Planning Handbook" by Alexander A. Bove Jr. (reserve) "Long-Term Care Options for the Frail Elderly" by Muriel Gillick pp. 174-180 in Enright
Week 10 Nov. 7, 9	Paper 2 Due November 7 RESEARCH PROJECT PRESENTATIONS BEGIN	
Week 11 Nov. 14, 16	RESEARCH PROJECT PRESENTATIONS CONTINUE	

<p>Week 12 Nov. 21, 23</p>	<p>Economics of Aging</p> <p>DISCUSSION #6 Nov. 21</p>	<p>Quadagno: Ch. 14 The Economics of Aging Ch. 5 Old Age and the Welfare State Enright: pp. 341-342.</p> <p>"Ties that Bind" Eric Kingson, John Cornman, & Barbara Hirschorn (reserve) "Gold in Gray: Reflections Business' Discovery of the Elderly Market" by Meredith Minkler pp. 239-248 in Enright</p>
<p>Week 13 Nov. 28, 30</p>	<p>Health Care</p> <p>DISCUSSION #7 Nov. 28</p> <p>()</p>	<p>Quadagno: Ch. 11 Health and Health Care Enright: pp. 299-303</p> <p>Navigating the Medicare maze could cost you plenty...etc. Philip Moeller TIME Aug. 30, 2016</p> <p>Electronic Reserve and at: http://time.com/money/page/how-to-navigate-medicare-plans/</p> <p>A User's Guide to Health Care Reform by: Patricia Barry from: AARP Bulletin May 1, 2010 http://www.aarp.org/health/health-care-reform/info-04-2010/a_user_s_guide_to_health_care_reform.html</p> <p>At-a-Glance: How the New Health Care Law Benefits You http://assets.aarp.org/www.aarp.org/articles/health/hcr_education_chart_06-14-10.pdf</p> <p>Specialty Prescription Drug Prices Soar Past Generics and Brand Names http://blog.aarp.org/2015/11/20/soaring-prices-put-drugs-out-of-reach-for-many-americans/</p> <p>"Rationing Health Care: Should It Be Done?" by Kathleen Perrin pp. 309- 314 in Enright</p>

<p>Week 14 Dec. 5, 7</p>	<p>Inequality: Gender, Race, and Ethnicity</p> <p>DISCUSSION #8 Dec. 5</p> <p>Death & Dying</p> <p>DISCUSSION #9 Dec. 7</p>	<p>Quadagno: Ch. 15 Poverty and Inequality Enright: p. 250</p> <p>"Gender and Aging: The Demographic Parameters" by Beth Hess pp. 251-256 in Enright "Gender, Race, and Class: Beyond the Feminization of Poverty in Later Life" by Paula Dressel pp. 257-262 in Enright</p> <p>Quadagno: Ch. 13 Dying, Death, and Bereavement Enright pp. 264-266</p> <p>"The Grieving Process" by Michael R. Leming and George E. Dickinson (reserve) "Teachings of Judaism on Death: A Celebration of Life" by Marsha Shine & Jean A. Steitz (reserve) Development of Hospice and Palliative Care in the U.S. Stephen Conner (reserve)</p>
<p>Week 15 Dec. 12, 14</p>	<p>Social and Public Policy</p> <p>DISCUSSION #10 Dec. 12</p> <p>REVIEW Dec. 14</p>	<p>Quadagno: Ch. 16 The Politics of Aging Enright pp. 341-342</p> <p>"Social Security's 70th Anniversary: Surviving 20 Years of Reform" by L. Randall Wray (reserve) "The Aging of the Gender Revolution: What do We Know and What Do We Need to Know" by Frances K. Goldscheider pp. 378-387 in Enright</p>
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<p>Wednesday Dec 21</p>	<p>FINAL EXAM Sec 2 (MW)</p>	<p>8:00-10:00</p>