

UNIVERSITY OF CALGARY
Department of Sociology
Sociology 373
SOCIOLOGY OF AGING

Course Outline
Fall 2011

Sociology Department Website: www.soci.ucalgary.ca

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COURSE DESCRIPTION

Anthony Giddens (1991) describes sociology as “the study of human social life, groups, and societies. It is a dazzling and compelling enterprise, having as its subject matter our own behaviour as social beings. The scope of sociology is extremely wide, ranging from the analysis of passing encounters between individuals in the street up to the investigation of global social processes.” One major substantive area of sociology is the study of aging. It has been only recently that the majority of individuals can expect to live to an old age. Why is this? How does this impact society (individually and structurally)? The sociological study of aging asks such questions. Because of the “graying” of Canada (and other countries around the world), the sociological study of aging is an ever expanding and important field. In this course, students are introduced to the sociological study of individual and population aging, with a focus on elderly Canadians. Throughout the course, a multitude of intersecting topics are explored, including demographic trends, attitudes and stereotypes about aging, gender and aging, ethnicity and aging, family life, retirement, health and healthcare, death and dying. Furthermore, what I call the social organization of health care and aging is examined towards the latter part of the course.

COURSE OBJECTIVES

Successful students will be able to demonstrate through exams and other assignments:

- A working knowledge of the basic components of the major sociological perspectives as they relate to aging.
- A comprehensive knowledge of the cause of population aging and its significance to changing demographic trends.
- The ability to critically assess and discuss the implications of population aging to society at large and individually.
- A critical understanding of how aging in contemporary Canada (and elsewhere) is socially organized.

COURSE TEXTS

Chappell, N., Gee, MacDonald., & Stones, M. (2008). “Aging in Contemporary Canada.” Second Edition. Toronto, Canada: Prentice Hall.

Diamond, T. (1992). "Making Gray Gold: Narratives of nursing home care." Chicago, USA: The University of Chicago Press.

Williams, A. Paul, Raisa Deber, Pat Baranek, and Alina Gildiner. "From Medicare to Home Care: Globalization, State Retrenchment, and the Profitization of Canada's Health-Care System," pp. 7 – 30 in Armstrong, Armstrong, and Coburn, eds. *Unhealthy Times*, Oxford University Press, 2001. [**Posted on Blackboard**]

Additional readings may be assigned as deemed necessary.

NOTE: Please bring your textbook Chappell et al. (2008) to ALL classes. Also, bring Diamond's (1992) book and Williams et al's. (2001) article to the classes indicated on the class schedule.

METHOD OF INSTRUCTION

This course will consist of lectures, audio visual presentations, videos, and group exercises and discussions. Students are required to attend class regularly and to read each assigned reading **BY THE DATE INDICATED** before class. Students are responsible for all lecture material, some of which is not available in the assigned readings. You are unlikely to succeed in this course if you ignore the book and only attend the lectures or if you simply read the text and miss class.

AUDIO/VIDEO RECORDINGS OF CLASS LECTURES

Students are **NOT** permitted to record lectures in any manner without expressed written consent from the instructor.

STUDENT ASSESSMENT

Midterm #1	25%	See course outline
Midterm #2	30%	See course outline
Final Exam	45%	Scheduled by the registrars office

CLASS PARTICIPATION:

Discussion and the debate of ideas are valuable methods for developing critical thinking skills, as well as communication skills. While there is no grade for **class participation**, you are strongly encouraged to actively participate in the class dialogue and group activities. Students who attend and actively participate in class are **MUCH** more likely to do much better in the course.

MIDTERM AND FINAL:

There will be two midterms and a final in this course. Both the midterms and the final exams may include a combination of multiple choice, true/false, short answer and long questions. Exams are not accumulative. For example the Final Exam will **ONLY** include the material after the second Midterm.

GRADING SYSTEM

A+ = 95-100	B+ = 80-84	C+ = 67-69;	D+ = 55-59
A = 90-94	B = 75-79	C = 63-66	D = 50-54
A- = 85-89	B- = 70-74	C- = 60-62	F = 0-49

Please note that the grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

PLEASE NOTE THAT ASSIGNMENTS/EXAMS WILL BE HANDED BACK TO STUDENTS **NO LATER THAN TWO WEEKS** following THE DATE THEY WERE HANDED IN/TAKEN.

COURSE POLICIES

*****IMPORTANT NOTICE ABOUT SOCIOLOGY 373 E-MAIL PROTOCOL*****

BEFORE e-mailing the instructor: Check the textbook, this syllabus &/or the university regulations for the answers to your questions. Keep your messages short and concise, and DO NOT ask me to explain assignment requirements over e-mail... I do that in class... so be there! If you have questions specific to your assignment, please make an appointment or see me during office hours. If you do e-mail...

ALWAYS put SOCIOLOGY 373 in the SUBJECT line

Otherwise, your e-mail could be deleted as spam or directed to a junk mail file.

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- My office hours are posted on my door and listed on the course outline. **I am also happy to meet with you at other times depending on availability.** I check my email daily, so this is the best way to schedule an appointment or to get quick answers to your questions or concerns.
 - Students missing a midterm may only schedule a deferred exam once they have presented valid documentation.
 - If you are aware of events that may preclude you from attending classes or completing assignments, you *must* let me know as soon as reasonably possible.
 - It is not acceptable to tell me the night before.

TENTATIVE CLASS SCHEDULE (Subject to change)

Date	Topic	Class Work	Readings
Sept. 13	- Intro to class		
Sept. 15	- Intro to Sociology of Aging and Population Aging		Chappell et al. – Introduction + Ch. 2
Sept. 20	- Attitudes and Myths about aging	<ul style="list-style-type: none"> • Movie – “A new look at aging: Myths of aging” 	Chappell et al., Ch. 1 (Excluding bottom of page 6 to top of page 11)
Sept. 22	- Social Theory and Knowledge building in Gerontology		Chappell et al., Ch. 3 (Excluding bottom of page 59 to 61)
Sept. 27	- Social Theory and Knowledge building in Gerontology continued		Chapter 4
Sept 29	- Social Theory and Knowledge building in Gerontology continued - The Gendered Life Course		Chappell et al., Ch. 5
Oct. 4	- The Gendered Life Course continued		
Oct. 6	- The Gendered Life Course continued and review		
Oct. 11	Midterm #1		
Oct. 13	- Age and Ethnicity		Chappell et al., Ch. 6
Oct. 18	- Aging and Ethnicity continued - Health and Well-being		Chappell et al., Ch. 7
Oct. 20	- Health and Well-being continued		Chappell et al., Ch. 8
Oct. 25	- Health and Well-being continued		Chappell et al., Ch. 89
Oct. 27	- Families, Social Support, and Caregiving		Chappell et al., Ch. 11
Nov. 1	- Families, Social Support, and Caregiving cont.		Chappell et al., Ch. 12
Nov. 3	- Aging with Disabilities	Movie – “The Ties that Bind”	
Nov. 8	Midterm #2		
Nov. 10	Reading Day – No Class		
Nov. 15	- Health Care System Policy		Chappell et al., Ch. 15
Nov. 17	- Health Care System Policy continued		
Nov. 22	- Social Organization of Health Care and Aging		Diamond <u>(Bring your Diamond book to class please)</u>
Nov. 24	- Social Organization of Health Care and Aging continued		Diamond <u>(Bring your Diamond book to class please)</u>
Nov. 29	- Social Organization of Health Care and Aging continued		Diamond + Williams et al., (2001) – posted on blackboard <u>(Bring William’s article to class please)</u>
Dec. 1	- Work and retirement, and Pension and Economic Security for Older Canadians		Chappell et al., Ch. 13 + 14
Dec. 6	- Work and retirement, and Pension and Economic Security for Older Canadians cont.		
Dec. 8	- End of Life Issues		- Chappell et al., Ch. 16
FINAL Exam	See exam time table		

Other Administrative Information

Emergency evacuations:

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by the ICT food court.

Deferrals:

If at all possible you must provide *advance* notice to the instructor if you are unable to take a test or pass in an assignment or essay on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Final Exam Form:

Please note that requests to defer a Registrar-scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

http://ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM_0.pdf

Deferred Term Work Form:

Deferral of term work past the end of a term also requires a form to be filled out. It’s available at:

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Ethics Research: Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Academic Misconduct: Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Students are advised to consult the University Calendar which

presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department main office. Written assignments must be returned to students individually, during class, or during the instructor's office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Safewalk: The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, phone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

Handing in papers outside of class, return of final papers, and release of final grades:

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant. Papers will not be accepted in the main Sociology Department office.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor's office, the department office etc.) Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor's office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.