

SOCI307

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : SOCI307 **Title :** Sociology of Aging

Length of Course : 8

Prerequisites : Credit Hours : 3

Description

Course Description: In this course the social construction of age and aging in the U.S. will be examined. The sociological perspective will be used to explore social problems associated with aging and the elderly, the influence of various social institutions on older adults, and sociological theories and research associated with aging. The course will also examine the impact of government, healthcare, the media, and various social factors such as race and gender on the experiences of older adults.

Course Scope:

This 8-week course is a critical analysis of aging in society. The course examines the history, dynamics, social institutions, and structural factors associated with aging. This course will help students develop an understanding of how ageism and stereotypes influence the aging process; evaluate sociological theories and research on aging; and examine the impact of race, gender and social class on the aging adult. Students will analyze historical and current policies on aging and contrast the experience of aging in the United States to other countries. Throughout this course we will challenge familiar understandings about aging in society by critically assessing it and the relationship between the individual, aging, society, culture, and structure.

Objectives

At the conclusion of the course, students should be able to:

CO1: Examine the impact of race, gender, and social class on individuals as they age.

CO2: Deconstruct stereotypes about the elderly in society.

CO3: Evaluate sociological theories and research on aging.

CO4: Analyze historical and current policies that impact the lives of older adults.

CO5: Compare and contrast the experience of aging in the U.S. and in other countries.

CO6: Analyze the impact of ageism in society.

CO7: Examine the impact of aging on social institutions

Outline

Week 1:

Learning Outcomes

1, 2, 3, 5, 6

Required Readings

Read:

Week 1 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak:

Preface p.1 to 9

CH 1 The Older Population in the United States

CH 2 Global Aging and Older Immigrants in the United States

Robbins, L. A. (2015). The pernicious problem of ageism. *Generations*, 39(3), 6-9.

Welch, B. F. (2012). A theory of filial obligations. *Social Theory and Practice*, 38(4), 717-737.

Assignments

Complete:

Introduction Forum

Week 1 Forum

Week 1 Quiz

Week 2:

Learning Outcomes

2, 3, 6

Required Readings

Read:

Week 2 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak:

CH 5 Social Theories of Aging

Bengtson, V. L., & Burgess, E. O. (1997). Theory, explanation, and a third generation of theoretical development in social gerontology. *Journals Of Gerontology Series B: Psychological Sciences & Social Sciences*, 52B(2), S72-S88.

Johnson, K. J., & Mutchler, J. E. (2014). The Emergence of a Positive Gerontology: From Disengagement to Social Involvement. *Gerontologist*, 54(1), 93-100.

Torres, S. (2015). Expanding the gerontological imagination on ethnicity: Conceptual and theoretical perspectives. *Ageing and Society*, 35(5), 935-960.

Assignments

Complete:

Week 2 Forum

Week 2 Quiz

Week 3:

Learning Outcomes

1, 2, 6

Required Readings

Read:

Week 3 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak :

CH 3 Physical Well-being Physiological Changes and Health

CH 4 Mental and Emotional Well-Being

Fredriksen-Goldsen, K. (2015). Promoting health equity among LGBT mid-life and older adults. *Generations*, 38(4), 86-92. Retrieved from

Lariscy, J. T., Hummer, R. A., & Hayward, M. D. (2015). Hispanic older adult mortality in the United States: New estimates and an assessment of factors shaping the Hispanic paradox. *Demography*, 52(1), 1-14.

View Multimedia:

Cohen, S.. (2015, June). Samuel Cohen: Alzheimer's is not normal aging - and we can cure it [Video file]. Retrieved from

http://www.ted.com/talks/samuel_cohen_alzheimer_s_is_not_normal_aging_and_we_can_cure_it

Assignments

Complete:

Week 3 Forum

Week 3 Quiz

Assignment 1

Week 4:

Learning Outcomes

1, 2,3,4,5, 7

Required Readings

Read:

Week 4 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak:

CH 6 Family, Friends, and Other Informal Supports

CH 7 Informal and Family Caregiving

CH 9 Loss and Grief in Old Age

Call, T.C., Finch, M. A., Huck, S. M., & Kane, R. A. (1999). Caregiver burden from a social exchange perspective: Caring for older people after hospital discharge. *Journal of Marriage and the Family*, 61(3), 688-699.

Campbell, L. D. (2010). Sons who care: Examining the experience and meaning of filial caregiving for married and never-married sons. *Canadian Journal on Aging*, 29(1), 73-84.

Assignments

Complete:

Week 4 Forum

Week 4 Quiz

Week 5:

Learning Outcomes

1, 2, 4, 7

Required Readings

Read:

Week 5 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak :

CH 8 Productive Aging: Leisure, Spirituality and Civic Engagement

Hinterlong, J. E. (2006). Race disparities in health among older adults: Examining the role of productive engagement. *Health & Social Work, 31*(4), 275-288.

Hudson, R. B. (2007). Aging in a public space: The roles and functions of civic engagement. *Generations, 30*(4), 51-58.

Williams, G. L., Keigher, S., & Williams, A. V. (2012). Spiritual well-being among older African Americans in a midwestern city. *Journal of Religion and Health, 51*(2), 355-70.

View Multimedia:

Buettner, D. (2009, September). Dan Buettner: How to live to be 100+ [Video file]. Retrieved from

http://www.ted.com/talks/dan_buettner_how_to_live_to_be_100

Assignments

Complete:

Week 5 Forum

Week 5 Quiz

Assignment 2

Week 6:

Learning Outcomes

1, 2,4,5,6, 7

Required Readings

Read:

Week 6 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak:

CH 10 Economic Well-Being: Retirement, Employment, and Poverty

CH 11 Community Well-Being: Living Arrangements and Social Interaction

Halvorsen, C. J., & Emerman, J. (2014). The encore movement: Baby boomers and older adults can be a powerful force to build community. *Generations, 37*(4), 33-39.

Hooyman, N. R. (2015). Social and health disparities in aging: Gender inequities in long-term care. *Generations, 38*(4), 25-32.

Assignments

Complete:

Week 6 Forum

Week 6 Quiz

Week 7:

Learning Outcomes

1, 2, 4, 7

Required Readings

Read:

Week 7 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak:

CH 12 Enhancing Older Adults' Well-being through Technology

CH 13 Policies to Promote Older Adults' Well-being

Blanchard, J. (2014). Aging in community: The communitarian alternative to aging in place, alone. *Generations*, 37(4), 6-13.

Czaja, S. J. (2015). Can technology empower older adults to manage their health? *Generations*, 39(1), 46-51.

Assignments

Complete:

Week 7 Forum

Week 7 Quiz

Assignment 3

Week 8:

Learning Outcomes

1,2,4,6,7

Required Readings

Read:

Week 8 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak:

CH 14 Career in Aging

Special topics addressed in the articles: Aging in prison; Living longer intellectual and developmental disorders; homelessness, elder abuse and rural elders

Burke, M. M., Taylor, J. L., Urbano, R., & Hodapp, R. M. (2012). Predictors of future caregiving by adult siblings of individuals with intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities*, 117(1), 33-47.

Christodoulou, M. (2012). Locked up and at risk of dementia. *The Lancet Neurology*, 11(9), 750-751.

Falk, N. L., Baigis, J., & Kopac, C., Min, R. (2012). Elder mistreatment and the Elder Justice Act. *Online Journal of Issues in Nursing*, 17(3), 13-7.

Molinari, V. A., Brown, L. M., Frahm, K. A., Schinka, J. A., & Casey, R. (2013). Perceptions of homelessness in older homeless veterans, VA homeless program staff liaisons, and housing intervention providers. *Journal of Health Care for the Poor and Underserved*, 24(2), 487-98.

Assignments

Complete:

Week 8 Forum

Week 8 Quiz

Evaluation

Quizzes:

This course includes Quizzes, located under the Tests & Quizzes tab in the classroom. Quizzes are designed to facilitate engagement with the course textbook.

Forums:

Participation in classroom dialogue on threaded Forums is required. Forums are scheduled weekly and found in the Forums tab in the classroom. Specific instructions and the grading rubric are located on each Forum.

Assignments

This course includes Assignments. Instructions and specific grading rubrics are found under the Assignments tab in our classroom.

Grading:

Name	Grade %
Assignments	40.00 %
Assignment 1	8.00 %
Assignment 2	16.00 %
Assignment 3	16.00 %
Forums	40.00 %
Week 1: Introduction	4.44 %
Week 1 Forum	4.44 %
Week 2 Forum	4.44 %
Week 3 Forum	4.44 %
Week 4 Forum	4.44 %
Week 5 Forum	4.44 %
Week 6 Forum	4.44 %
Week 7 Forum	4.44 %
Week 8 Forum	4.44 %
Quizzes	20.00 %
Week 1 Quiz	2.50 %
Week 2 Quiz	2.50 %
Week 3 Quiz	2.50 %
Week 4 Quiz	2.50 %
Week 5 Quiz	2.50 %
Week 6 Quiz	2.50 %
Week 7 Quiz	2.50 %
Week 8 Quiz	2.50 %

Materials

Book Title: Aging Matters: An Introduction to Social Gerontology - the VitalSource e-book is provided via the APUS Bookstore

Author: Hooyman, et. al.

Publication Info: Pearson

ISBN: 9780205727643

Book Title: You must validate your cart to get access to your VitalSource e-book(s). If needed, instructions are available here - <http://apus.libguides.com/bookstore/undergraduate>

Author: N/A

Publication Info: N/A

ISBN: N/A

In this course we are using an electronic textbook through VitalSource Visual Bookshelf. The VitalSource e-book is provided via the APUS Bookstore. Please visit for more information. **Students are responsible for accessing their textbook during Week 1.** Prior to the beginning of the course all students received VitalSource login credentials from EdMap. This information was sent to the student's email address of record. If you have trouble accessing your textbook, contact the Book Office at ecm@apus.edu or contact EdMap directly at APUS_Customer_Service@edmap.com or call toll-free at 800-274-9104. You may also use the campus guide set up in the library for the new bookstore that might give you a run down on EdMap and VitalSource <http://apus.campusguides.com/bookstore>.

Required articles:

Each week there will be readings in addition to those from the Hooyman, Kawamoto & Kiyak (2015) text. All of these can be found in the e-Reserve for our course located in the Library. **Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.**

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted.
- Please note that no formal citation style is graded on Forums in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an

assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

University Policies

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- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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