

Sociology 3750 [A2]
THE SOCIOLOGY OF AGING

Fall Semester, 2007
Grande Prairie Regional College
Tuesday; Thursday: 16:00 – 17:20 hrs.

Instructor: René R. Gadacz, Ph.D
Phone: 539-2831; Office: C216
E-Mail: rgadacz@gprc.ab.ca

This course introduces the student to the concept and theory of individual and population aging and ‘gray societies’ from a sociological, human agency perspective. We will examine the interplay between social and other contexts, social institutions and the social supports that impact the older person. Aging will be considered as a lifelong process that is socially constructed. Topics covered will include: demographic trends and implications; social values, norms and attitudes; contemporary research and policy issues such as work, retirement, leisure and housing; political sociology; attitudes towards death; and models of positive, successful, and active aging that respect and encourage the social contribution of older persons.

COURSE REQUIREMENTS AND GRADING

Mid-Term Exam (25%)..... October 25th
Final Exam (25%)..... TBA
Term Work (50%) ⇒ Proposal & Annotated Biblio (25%).. Oct. 4th
⇒ Presentation & Class Handout (25%).. *starts* Nov. 6th

REQUIRED TEXTS

[other materials will be distributed on an as-needed basis]

Neena Chappell, Lynn McDonald and Michael Stones, 2008 (2nd ed.), Aging in Contemporary Canada. Pearson/Prentice-Hall: Toronto.

RECOMMENDED TEXTS

[great reading but may not be available here]

Ellen Gee and Gloria Gutman (eds.), 2000, The Overselling of Population Aging: Apocalyptic Demography, Intergenerational Challenges, and Social Policy. Oxford University Press: Toronto.

Christopher Gilleard and Paul Higgs, 2000, Cultures of Aging: Self, Citizen and the Body. Prentice Hall: Harlow (UK).

Herbert Northcott, 2005 (3rd ed.), Aging in Alberta. Detselig: Calgary.

You are of course encouraged to read beyond the assigned course book(s). Check out popular magazines, academic books and journals and other sources for coverage of topics discussed in this course: such materials are available in the GPRC library, on the world wide web, through inter-library loans, and elsewhere.

SEMESTER EXAMS AND ASSIGNMENTS

Exams may consist of a combination of multiple choice questions, true/false + justified, glossary terms/concepts to define, and/or short answer questions -- based on all lecture and text materials.

PLEASE NOTE:

☛ **A missed exam unfortunately will not be accommodated - *unless* the situation is an unexpected personal or family emergency. No make-up exams unless it's an emergency.**

⇒ **What the course assignment(s) entails (50% of your course grade) will be discussed in detail as classes get underway and as the course progresses. *You will be provided with instructions and relevant information with plenty of lead time.***

♥ **For the course assignment(s), in case of high enrolments, students will work in teams of 2, and both students will share the mark for their work – otherwise students will work individually.**

The **PROPOSAL** and **ANNOTATED BIBLIOGRAPHY** should be a clear statement (2 pages) of a topic of your own choice [*suggested topics will be discussed in class*] and its related issue(s), drawing from your text. The bibliography will consist of up to 15 [minimum 10] *current* books and/or peer-reviewed journal articles that you intend to use to research your chosen topic. Many references can be obtained by searching the Web (with the usual *caveats*) and/or using full-text library subscription services.

You may follow *any* standard style format for essays, papers and articles -- in regards to layout, punctuation, referencing and source citations, footnotes, use of headings, etc.

The **PRESENTATION** and **CLASS HANDOUT** involves a 30-40 minute formal class presentation based on your chosen issue or topic. You will also be required to prepare a 1-2 page sheet summarizing your presented topic, to be distributed to your classmates. The sheet should include relevant facts, statistics (if applicable), and several 'recommended' readings.

Please note that plagiarism detection software may be used in this course, and students may be required, individually or collectively, to submit key assignments/components in electronic form.

It is your responsibility to ensure that all your work is at a level appropriate to your year in college/university studies. Always spell- and grammar-check your work; always keep a hard copy or disk copy of your work as back-up. There is writing help on campus, and if in doubt you are always welcome to ask me, your instructor, for clarification. Poor spelling, grammar and organization always interferes with the clear communication of ideas and you *will* lose marks if your over-all communication is ineffective.

Attendance at lectures is strongly encouraged; the same applies to your participation in class discussions. ***Be an active participant in your education!***

Late assignments (or any applicable assignment/course components) will result in an automatic loss of 5 marks (of the value of the work) PER DAY, up to and including the day of a late submission, unless immediate or prior arrangements, based on exceptional circumstances, have been made. Documented personal or family emergencies, of course, will be accommodated.

WEEKLY TEXT/LECTURE SCHEDULE

Please Note: Lectures will not always follow the book sequence, that is, the chapters in our textbook *may* sometimes be followed in a different order. *Refer to the table of contents in the book for the chapter title and chapter content.* The chapters and weeks will overlap in some cases, giving you the chance to get ‘caught up’ or to read ahead, as the case may be. In addition, please note that lecture content will necessarily include material that does not appear in the textbook – so this is a ‘heads up’ on why it’s important to attend class on a regular basis! As well, please check BLACKBOARD frequently for updates, links, and announcements.

September 6 -- Introduction to the course; course requirements, etc.; Chapter 1 in Chappell, et. al. [C, M and S]

September 11, 13 -- Cont’d; C, M and S – Chapter 1 and 2

September 18, 20 -- Cont’d; C, M and S – Chapter 2 and 3

September 25, 27 -- Cont’d; C, M and S – Chapter 3 and 4

October 2, 4 -- Cont’d; C, M and S -- Chapter 4

Proposals and Bibliographies due on the 4th!!

October 9, 11 -- Cont'd; C, M and S – Chapter 5 and 6

October 16, 18 -- Cont'd; C, M and S – Chapter 6 and 7

October 23, 25 -- Cont'd; C, M and S -- Chapter 7 and 8

Mid-Term Exam on the 25th!!

October 30, November 1 -- Cont'd; C, M and S – Chapter 8 and 9

November 6, 8 -- Cont'd; C, M and S – Chapter 9 and 10 [and review Chapter 15]

Class Presentations start on the 6th!!

November 13, 15 -- Cont'd; C, M and S – Chapter 11 and 12

November 20, 22 -- Cont'd; C, M and S – Chapter 13 and 14

November 27, 29 -- Cont'd; C, M and S – Chapter 14

December 4, 6 -- Cont'd; C, M and S – Chapter 16 Wrap-up and preparations for the final exam (TBA)

[classes end December 7 2007]

GRADING SYSTEM

Letter Grade	Grade Point Value	Percentage Range	Description
A+	4.0	95 - 100	<i>Outstanding</i>
A	4.0	85 - 94	<i>Excellent</i>
A-	3.7	80- 84	
B+	3.3	76 - 79	
B	3.0	73 - 75	<i>Good</i>
B-	2.7	70 - 72	
C+	2.3	67 - 69	
C	2.0	64 - 66	<i>Satisfactory</i>
C-	1.7	60 - 63	
D+	1.3	55 - 59	
D	1.0	50 - 54	<i>Minimal Pass</i>
F	0.0	0 - 49	<i>Fail</i>

Six Ways To Make This Course More Valuable:

- 1. Participate, to engage your learning**
- 2. Question, to enhance your learning**
- 3. Read, to expand your learning**
- 4. Reflect, to measure your learning**
- 5. Apply, to transfer your learning**
- 6. Innovate, to adapt your learning**