

**UNIVERSITY OF NORTH TEXAS AT DALLAS**  
**SYLLABUS Fall 2018**


**AGER4560 MINORITY AGING 3 HRS**

Department of Human Services

Department of	Human Services	Division of	Education
<b>Instructor Name:</b>	<i>Dr. Iftekhar Amin</i>		
<b>Office Location:</b>	<b>DAL 2 327</b>		
<b>Email Address:</b>	<b>Iftekhar.amin@unt.edu</b>		
<b>Office Hours:</b>	Mondays 10:30 am-2:30 pm; and by appointment		
<b>Virtual Office Hours:</b>	Tuesdays 10 am – 2 pm		
<b>Classroom Location:</b>	Online		
<b>Class Meeting Days &amp; Times:</b>	Online		
<b>Course Catalog Description:</b>	Introduction to the study of minority elderly in the United States, including their physical and mental health, income security, family relations, and service issues. Course content focuses on African-American, Asian/Pacific Islander, Hispanic and Native American elders. Satisfies a portion of the Understanding the Human Community requirement of the University Core Curriculum.		
<b>Prerequisites:</b>	None		
<b>Co-requisites:</b>	N/A		
<b>Required Text:</b>	<b>Handbook of Minority Aging</b> Keith Whitfield, PhD & Tamara Baker, PhD <b>Pub. Date:</b> 7/2013 <b>ISBN-13:</b> 9780826109637		
<b>Recommended Text and References:</b>	<b>Additional readings will be provided.</b>		
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhg.follett.com">1012mgr@fhg.follett.com</a>		
<b>Course Goals or Overview:</b>			
	This course will examine the lives, attitudes, and cultural values of elderly members of ethnic and minority groups. Major social and psychological theories of aging will be analyzed as they relate to the experiences of older people from diverse cultural backgrounds. The influence of class, gender, economic resources and health on the aging process will be explored.		
<b>Learning Objectives/Outcomes:</b> At the end of this course, the students should be able to			
1	Describe the role of culture as both a helping and adaptive mechanism, and as a possible barrier to service utilization.		
2	Identify current gerontological basic research related to ethnicity and minority status;		
3	Outline social and historical developments in ethnic and minority aging groups;		
4	List the components of culturally appropriate programs;		
5	Identify the major national organizations that provide advocacy and resources for improved services to minority aging;		
6	Identify current service issues in diversity and aging, including programs that address the special needs of ethnic and minority elderly in contemporary societies.		

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by announcements in class.

TOPICS & TIMELINE	WORKS DUE
<b>Weeks 1 &amp; 2 (8/27-9/9)</b> Chapter 1: Introduction Chapter 2: Minority aging before birth and beyond	<i>Discussion 1</i>
<b>Weeks 3 &amp; 4 (9/10-9/23)</b> Chapter 23: Introduction: sociology of minority aging Chapter 24: The demography of minority aging	<b>Quiz 1</b> <b>ABSTRACT 1 DUE</b>
<b>Weeks 5 &amp; 6 (9/24-10/7)</b> Chapter 3: Social relationships and health Chapter 4: Religion and spirituality	<b>Discussion 2</b>
<b>Weeks 7 &amp; 8 (10/8- 10/21)</b> Chapter 25: Social networks and minority elders Chapter 6: Correlates of cognitive aging	<b>EXAM 1</b>
<b>Weeks 9 &amp; 10 (10/22- 11/4)</b> Chapter 7: Introduction: minorities, aging, and health Chapter 33: Medicare and health care utilization	<b>Discussion 3</b> <b>ABSTRACT 2 DUE</b>
<b>Weeks 11 &amp; 12 (11/5- 11/18)</b> Chapter 11: Minority elders: nutrition Chapter 12: Two approaches to developing health interventions	<b>Discussion 4</b>  <b>Quiz 2</b>
<b>Weeks 13 &amp; 14 (11/19- 12/2)</b> Chapter 13: Does health care quality contribute to disparities? Chapter 17: Aging in place	<b>Elder Interview Due</b>
<b>Weeks 15 &amp; 16 (12/3-12/15)</b> Chapter 18: Racial/ethnic minority nursing homes Chapter 31: Work and retirement	<b>EXAM II</b>

## COURSE EVALUATION METHODS

**I. Discussions and Participation: (100 points):** Each student is expected to actively participate in class discussions and activities.

**II. Quizzes (40 Points):** Two quizzes at 20 points each.

**III. Abstracts: (60 points)**

Students will submit two abstracts (three pages each, double-spaced, 1 inch margins, times new roman, 12 point). Recent scholarly journals are the primary source of articles no magazine and newspaper

articles and they should be published from 2000 to the present. Articles at least 6 pages long- must

relate to diversity among older persons in the U.S. (i.e. ethnicity, minority, poverty, disability, sexual preference & gender, as explained in this course). Include a cover page with your name, class, date, and a full reference including the title, journal, author, date, etc. (cover does not count toward total pages). Name should be on the front page only. Staple in the left corner, no fancy covers. Attach a copy of the article being reviewed. Abstracts will worth of 30 points each. Abstracts should address the following ideas/outline:

- a. Article's purpose and objectives
- b. The theoretical premise, i.e. basis for writing the article (why is it relevant?)
- c. Basic results, findings and/or key points presented;
- d. Conclusions drawn;
- e. Your evaluation of the article. For example, indicate what you consider to be the strengths and weaknesses, whether it was clear, practical, and its impact. Do not give your interpretation of what you think about the findings.
- f. Impact/ Discussion/ Contributions: What questions do you still have? Any other issues the article should have addressed?
- g. Relationship to Course: Describe how the article relates to the course and how it contributed to your understanding of ethnic/diverse elderly.

Abstract grades will be based on the following criteria: (1) Completeness of abstracts (cover all points), (2) Clarity and creativity of write up, (3) Quality of writing (spelling, punctuation, etc.), (4) Evaluation of articles (your views of the good and bad qualities), (5) Apparent overall understanding of articles chosen. (If you have to copy a sentence, use quotation marks!)

#### ***IV. Interviews: (100 POINTS)***

Each student will conduct an interview during the course of the semester with an older person aged 65 and over (not family related) from an ethnic/racial group that differs from students to gain increased appreciation and understanding of the ethnic and cultural lives. Students will develop 3-4 page papers based on information collected in the interviews (double- spaced, 1 inch margins, times new roman, 12 point). More specific details about the interview (and sample questions) will be discussed in class and information will be posted on blackboard. Write up the interview as if it were a newspaper article, for people totally unaware of the issues. Criteria for grading interview papers:

1. Organization and content Clarity of main points; coherent and logical flow of ideas; use of transitions; summary.
2. Instructor's overall impression of effort and sensitivity to subject and creativity.
3. Technical detail Presentation, spelling, grammar, syntax.

#### ***V. Examinations (200 POINTS)***

There will be a mid-term and a final examination. The tests will cover all materials reviewed up to that point (final is not comprehensive). Examinations will cover the reading assignments, materials presented through lectures, handout, and class discussions. Make-up exams are ONLY given in the event of a DOCUMENTED excused absence. (Reasons for excused absence include hospitalization, death in the family, etc.) If you miss, be prepared to provide proof for having done so. It is in your best interest to not miss an exam. (Prior arrangements can be made on an individual basis if you will be absent on exam day and you know that ahead of time).

## **GRADES**

Be assured that I want students to learn and to receive the good grades they deserve. So please make an appointment with me should you have undue difficulty with your work. Final grades are the result of several components that you put together during the semester. I will not adjust the final grade.

### **Grading Matrix:**

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Quizzes	2 quizzes at 20 points each	40
Discussions	4 Discussions at 25 Points each	100
Abstracts	2 abstracts at 30 points	60
Interview	1 interview at 100 points	100
Exams	2 Exams at 100 points each	200
<b>Total:</b>		<b>500</b>

### **Grade Determination:**

A = 450 – 500 pts; i.e. 90% or better

B = 400 – 449 pts; i.e. 80 – 89 %

C = 350-399 pts; 70% -79%

D = 300– 349 pts; i.e. 60– 69 %

F = 299 pts or below; i.e. less than 60%

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance):**

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

### **Blackboard Learn Accessibility Statement:**

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

**NOTE:** Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

### **Student Evaluation of Teaching Effectiveness Policy:**

short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

**Assignment Policy:** (According to the instructor's discretion while working in concert with the division/program's guidelines).

**Exam Policy:** (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

[http://www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf)

for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

### **Classroom Policies**

#### **Online Attendance and Participation:**

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

**Inclement Weather and Online Classes:** Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

#### **Online "Netiquette:**

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks)).

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untdallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

**Technology Requirements:** In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- [https://help.blackboard.com/en-us/Learn/9.1\\_SP\\_12\\_and\\_SP\\_13/Student/040\\_Browser\\_Support\\_for\\_SP\\_13](https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13)
- [https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check\\_full.html](https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html)