

**UNIVERSITY OF NORTH TEXAS AT DALLAS**  
**FALL 2016**  
**SYLLABUS**

**AGER/SOCI 4550 Sociology of 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@untDallas.edu</b>			
<b>Office Hours:</b>		Wednesdays 10 am- 1 pm	
<b>Virtual Office Hours:</b>		N/A	
<b>Classroom Location:</b>		Online	
<b>Class Meeting Days &amp; Times:</b>		Online	
<b>Course Catalog Description:</b>		Twenty-somethings, generation Xers, baby boomers—all will be senior citizens sooner or later. Their sex, race/ethnicity and social class will affect their experience of aging. Course explores issues related to successful aging, including what young adults should be doing now to ensure that they have happy, healthy, wealthy and creative golden years.	
<b>Prerequisites:</b>		SOC 1510 or equivalent	
<b>Co-requisites:</b>		N/A	
<b>Required Text:</b>		Social Gerontology: A Multidisciplinary Perspective, 9/E Nancy Hooyman H. Asuman Kiyak ISBN-10: 0205763138 • ISBN-13: 9780205763139 ©2011 • Pearson	
<b>Recommended Text and References:</b>		N/A	
<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>			
<p>Due to an increasing interest in understanding the process of aging and the changing demographics of the world, including the United States, gerontology is a growing field. More and more people in the U.S. are living beyond age 65 or even 85, with these “oldest old” as the fastest growing age group among Americans. The population of older adults in the U.S. is also becoming more ethnically diverse. The growth of the older population has raised questions as to whether our nation is prepared to meet the health care and social service needs of this group and their families. The purpose of this course is to present the student with a multidisciplinary overview of the issues and problems that concern the gerontologist.</p>			

<b>Learning Objectives/Outcomes:</b> At the end of this course, the students should be able to	
1	- define social gerontology and discuss its origins and current areas of focus
2	- summarize the biological and physiological changes related to aging
3	- explain the cognitive changes that are linked with aging as well as the theories that explain such changes and adaptations
4	- Assess the social context of older adults experience, such as their living arrangements, employment, family supports and discrimination;
5	- discuss the social policies and social problems affected older adults in the U.S

## COURSE OUTLINE

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

<b>TOPICS</b>	<b>TIMELINE</b>
<b><u>Week 1</u></b> Chapter 1: The Growth of Social Gerontology	8/22- 8/28 <b>Introduction</b>
<b><u>Week 2</u></b> Chapter 2: Historical and Cross-Cultural Issues in Aging	8/29- 9/4 Quiz 1 <b>Discussion 1</b>
<b><u>Week 3</u></b> Chapter 3: The Social Consequences of Physical Aging <b>Work on project</b>	9/5- 9/11 Quiz 2
<b><u>Week 4</u></b> Chapter 4: Managing Chronic Diseases and Promoting Well-Being in Old Age Chapter 5: Cognitive Changes with Aging	9/12- 9/18 <b>Discussion 2</b>
<b><u>Week 5</u></b> <b>EXAM I</b>	<b>9/19- 9/25</b>
<b><u>Week 6</u></b> Chapter 6: Mental Personality and Health in Old Age	9/26- 10/2 Quiz 3
<b><u>Week 7</u></b> Chapter 7: Love, Intimacy, and Sexuality in Old Age	10/3- 10/9 Quiz 4
<b><u>Week 8</u></b> Chapter 8: Social Theories of Aging	10/10-10/16 <b>Discussion 3</b>
<b><u>Week 9</u></b> Chapter 9: The Importance of Social Supports: Family, Friends, Neighbors, and Communities Chapter 10: Opportunities and Stresses of Informal Caregiving	<b>10/17- 10/23</b> Quiz 5
<b><u>Week 10</u></b>	10/24- 10/30

Chapter 11: Living Arrangements and Social Interactions	Quiz 6
<b>Week 11</b> Chapter 12: Productive Aging: Paid and Nonpaid Roles and Activities <b>EXAM II</b>	10/31 – 11/6 <b>Discussion 4</b>
<b>Week 12</b> Chapter 13: Death, Dying, Bereavement, and Widowhood Chapter 14: The Resilience of Elders of Color	11/7- 11/13 Quiz 7
<b>Week 13</b> Chapter 16: Social Policies to Address Social Problems	11/14-11/20  <b>Project Paper Due</b>
<b>Week 14</b>	11/21-11/27 Quiz 8
<b>Week 15</b> Chapter 17: Health and Long-Term Care Policy and Programs <b>Review</b>	11/28- 12/4
<b>Week 16</b> <b>EXAM III</b>	<b>12/5- 12/11</b>

## COURSE EVALUATION METHODS

### *I. Quizzes*

Students will take 8 quizzes each worth 10 points.

### *II. Discussions*

**Begin assignments early in case of technical difficulties.** For 4 times throughout the semester students will be asked a specific question or questions related to course materials. *These questions will be posted in the Blackboard.* You will have a minimum of THREE DAYS to post your response, read statements from other students and submit comments to them. Discussion Area submissions are worth total 4X15=60 points.

### *III. Project*

Students will work on a social issue and submit a paper to the instructor. Your topic must be submitted in advance to the instructor for approval. The purpose of this paper is to provide an up-to-date analysis of a current issue in aging which centers on a topic related to gerontology or aging in general. It is intended to inform those affected by a particular issue; therefore it must be balanced and should be relatively comprehensive. The paper is a research paper, intended to bring the best, most current information to bear on an important topic. It should synthesize and summarize existing information in clear and insightful ways; it will not contribute new, original data. This paper will be worth of 60 points.

### **IV. Examinations**

There will be three exams—each is worth 100 points. Examinations will cover the reading assignments, materials presented through lectures, handout, and class discussions. The final exam will not be comprehensive. Tests are made up of true/false, multiple choice, and short essays.

**\*Please note that make-up exams are all essay and are given during the week of final exams. They 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).

To safeguard against any errors in recording your grades, it will be your responsibility to retain all exams and assignments returned to you. If there is a discrepancy, you will then have on hand the original score and based on this, the proper corrections can be made.

### **Grading Matrix:**

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Quizzes	8 Quizzes at 10 points each	80
Discussions	4 discussions at 15 points each	60
Project	Project paper 60 points	60
Exam 1	100 points	100
Exam 2	100 points	100
Final Exam	100 points	100
<b>Total:</b>		<b>500</b>

#### **Grade Determination:** (*sample given*)

A = 450 – 500 pts; i.e. 90% or better

B = 400 – 449 pts; i.e. 80 – 89 %

C = 350 – 399 pts; i.e. 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):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call 972-780-3632.*

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

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This 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 the SETE to be an important part of your participation in this class.*

#### **Assignment Policy:**

Turn in all assignments by hard copy on the due date listed to avoid any grading penalties. The instructor will retain all work turned in for credit. Students may review their exams and papers in the instructor's office during normal office hours. Office hours and location will be given at the first class session.

#### **Exam Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).*

**Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.*

**Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**Attendance and Participation Policy:**

The University attendance policy is in effect for this course. Class attendance 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 class.

- Review chapter and handout in advance
- Have these materials available for use in class
- Be attentive to the lecture and videos shown in class
- Volunteer your insights and opinions
- Provide thoughtful responses when called upon

If you are having a problem with your performance in this course, please schedule an appointment with me as soon as possible so that together we can figure out what needs to be done. I am willing to help solve any problem you might experience involving this course

**Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. 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 Center for Student Rights and Responsibilities as the instructor deems appropriate.*

**Other Policies:**

Make-up exams and incomplete (I) will be given if and only if a student is unable to complete their academic responsibilities for medical (disease or injury) or legal reasons (jury duty; U.S. military service) or other "extraordinary" reasons. These reasons must persist for a significant period of time to be considered grounds for an incomplete. Reasons for make-up / incomplete must be documented in writing on a legitimate letterhead with a verifiable signature.