LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-27a.	AP 11/9/10	App-12/7/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
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Proposing Department/Unit	Phone
Sociology	7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. **Course Proposals (check all that apply)**   *SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE*

_____New Course   _____Course Prefix Change   _____Course Deletion

__X__Course Revision   _____Course Number &/or Title Change   _____Catalog Description Change

- -
SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 357 Sociology of Aging

Current Course prefix, number and full title	*Proposed course prefix, number and full title, if changing*

2. **Additional Course Designations: check if appropriate**
_____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies,
_____ This course is also proposed as an Honors College Course.   Pan-African)

3. **Program Proposals**   _____Catalog Description Change   _____Program Revision
_____New Degree Program   _____Program Title Change   _____Other
_____New Minor Program   _____New Track

Current program name	*Proposed program name, if changing*

4. **Approvals**		Date
Department Curriculum Committee Chair(s)	*[signature]*	4-13-10
Department Chair(s)	*[signature]*	4-13-10
College Curriculum Committee Chair	*[signature]*	4-21-10
College Dean	*[signature]*	4-21-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	*Gail Sechrist*	11/16/10

* where applicable

I. Catalog Description

Prerequisite: SOC 151   **3c-0l-3cr**
An introduction to various problems faced in the process of growing older. Attitudes of society toward elderly and social and cultural impact of an aging U.S. population examined.

II. Course Outcomes

In this course, students will:

- identify the social aspects of the life-long process of aging and the meaning and experience of "old age."
- apply social theories of aging
- analyze ways that aging is shaped by the social, cultural, economic, political, and historical contexts.
- assess ways that social status characteristics (gender, race, and social class) interact with social institutions (politics, economy, family, education, and health care) and social policies to shape the experience of aging and the distribution of social resources by age.

III. Course Outline

Week 1: Social Meanings of Age
        Stereotypes of Age and Ageism
        Fears of Aging
        Aging as a Public Issue

Week: 2 History of Aging
        Pre-modern Status of Older Persons
        Modernization
        Medicalization of Aging

Week 3: Demography of Aging
        Factors Contributing to Population Change
        Transition to an Aging Society
        Social Consequences of Population Aging

Week 4: Cross-Cultural Perspectives on Aging
        Global Variations in the Place of Elders and Meanings of Age
        Comparative Pace of Population Aging
        Diversity in Institutions and Societal Responses to Aging Populations

Week 5: Social Theories of Aging
        Disengagement
        Activity
        Continuity

Week 6: Life Transitions and the Life Course Perspective
    Historical Time and Place of Lives
    Social Timing: Timing, Duration, & Sequencing Norms for Transitions
    Linked Lives and Intertwined Outcomes
    Individual Agency within Social Contexts

Week 7: Aging and Families
    Changing Family Forms & Adaptations
    Intergenerational Relationships
    Social Support and Caregiving

Week 8: Aging, Work, & Retirement
    Social Patterns in Retirement Contributing Factors
    Consequences of Retirement Policies and Practices
    Effects of Retirement on Individuals' Relationships, Health, and Well-being

Week 9: Inequalities in Aging
    Social Class Hierarchies in Later Life
    Gender Issues in Aging
    Race as a Disadvantage and as a Resource

Week 10: Social Diversity and Aging
    Ethnic Cultures and Age
    Challenges in Meeting Diverse Needs in Individuals and Communities
    Immigration and Acculturation

Week 11: Sexuality in Later Life
    Myths & Realities about Aging and Sexuality
    STDs, Nursing Home Policies and Other Issues
    Sexual Minorities in Later Life

Week 12: Politics and Economics of Aging
    Social Welfare Policies Related to Aging
    Age-Based Politics and Cohort Patterns
    Intergenerational Equity in Societal Resources

Week 13: Health and Health Care
    Age-Related Morbidity and Mortality
    Approaches to Long-Term Care
    New Developments and Alternatives in Care Models

Week 14: Death & Dying
    Views of Death Over Time and Across Cultures
    Dying as a Social Psychological Process
    Social Rituals of Death and their Functions for Individuals and Society

Week 15: Exam Week
    Culminating Activity: Examination and/or Presentations
[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	0 to 50%
	Must total 100%

> This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher   B: 80-89%   C: 70-79%   D: 60-69%   F: 59% or lower

VI. Attendance Policy

Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.

VII. Required textbooks, supplemental books and readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

Harris, D.K. (2007). *The Sociology of Aging, 3rd Edition*. Lanham, MD: Rowman & Littlefield Publishers.
Matcha, Duane. (2007). *The Sociology of Aging*. Sloan Educational Publishing.
Quadagno, Jill. (2010). *Aging and the Life Course*. Boston: McGraw-Hill.

VIII. Special resource requirements

Technology Skills and Software
Students enrolled in this course should possess the following technology skills:
- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

<u>Technical Support</u>
Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at <u>it-supportcenter@iup.edu</u> or via electronic form available online in Moodle.

Disability Services
IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity
IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm). Practicing academic integrity means you do not:
- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from <u>any</u> source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the universityfor judicial review and potential sanctions that may include suspension or expulsion from the university.