

ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Sociology of Aging	SOCI 344-101	3 credits

PREREQUISITES

One of SOCI 100, SOCI 101, SOCI 102, SOCI 200

COREQUISITES

None

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
Dr. Silvia Bartolic	Office Phone: 604-827-0684 Email address: bartolic@mail.ubc.ca For course related questions, please use Canvas mail.	ANSO 1315; Canvas course site - canvas.ubc.ca ; iPeer site - https://ipeer.earning.ubc.ca/	Office Hours: Tuesday 2:00-3:00pm (at a table near the Starbucks in the Kaiser building attached to ours (walk North on Main Mall)) or by appointment

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

I earned a Bachelor of Arts degree in Psychology and French and a Master of Arts degree in Family Studies from the University of British Columbia (UBC). She then worked as a Researcher in Distance Education and Psychiatry as well as a Sessional Instructor in Family Studies at UBC. After several rewarding years in these positions, I decided to go back to graduate school to earn a PhD. I completed a degree in Human Development and Family Sciences from the University of Texas at Austin (partially at a distance) and once again returned to UBC. I currently hold a Senior Instructor position in the Department of Sociology.

The three goals that drive my instructional practice—to position students as co-creators of their learning; to develop their transferable skills for life after the BA; and, to promote an interest in lifelong learning—are marshalled in support of my overarching aim to create lasting change in students’ knowledge, beliefs, behaviors and attitudes, even when they face exceptional challenges.

I very much enjoy the knowledge and diversity my students bring to the learning environment. Often student comments and questions have either sparked a research idea or have made me find a

new/better way of explaining a concept or theory. I am very happy to answer your questions so please don't hesitate to contact me!

OTHER INSTRUCTIONAL STAFF

There is no teaching assistant assigned to this course.

COURSE STRUCTURE

Year/Term: Winter 2019-2020, Term 1

Course Schedule: T/R 3:30-4:50pm

Location: DMP 301

Course Description: This course will study various demographic, economic and social aspects of aging, ageism and aging populations in North America. The goal will be to critically examine how our conceptions of aging and the elderly are shaped by history, institutions, and culture. We will examine the complexity and diversity of later life and old age, discuss controversial issues in aging, with emphasis on policies that impact health, social roles and engagement, care and work in later life.

Format of the course: This course is a seminar course thus the majority of the class will include class discussion, individual and group activities, online work and student presentation of materials. I will spend some time lecturing but this is not the basis of the course. I strongly believe students learn in a variety of ways and that students can learn as much from each other as from the instructor through the exchange of ideas and by building on those ideas through collaboration. My role is to help you learn new information and to help you learn to apply that information in various contexts. Classes therefore, will have interactive components in them to facilitate your learning of the materials. Classroom discussion is an important part of this course and you will be expected to share your ideas and opinions. Regular attendance is expected. I urge you to make the most of your learning experience!

SCHEDULE OF TOPICS

Any changes to the schedule will be announced on Canvas. Please be sure you are receiving Canvas announcements for this course.

Class Schedule and Assigned Readings

Schedule	Topic	Required Readings
Sept 3, 5	September 3 rd : Imagine Day – No Class Introduction, team building and project planning	Novak Ch. 1 Hagestad & Uhlenberg (2005)
Sept 10,12	Population Aging	Novak Ch. 3 Brody (2010); <i>No Babies</i> - NYT
Sept 17, 19	Theory and Methods Chapter 1 test (Sept 19)	Novak Ch. 2

<p>Sept 24, 26* Presentations begin this week (Thursdays)</p>	<p>Theory and Methods continued Chapter 3 test (Sept 26)</p>	
<p>Oct 1, 3</p>	<p>Psychology and Social Psychology of Aging Chapter 2 test (Oct 3)</p>	<p>Novak Ch. 6 George (2010); Umberson, Crosnoe & Reczek (2010)</p>
<p>Oct 8, 10</p>	<p>Psychology and Social Psychology of Aging continued Chapter 6 test (Oct 10)</p>	
<p>Oct 15, 17</p>	<p>Physical Changes Draft due (Oct 17)</p>	<p>Novak Ch. 5 Explore two websites on hormone changes (see reading list for links)</p>
<p>Oct 22, 24</p>	<p>Kinship and Aging Chapter 5 test (Oct 24)</p>	<p>Novak Ch. 12 and 13 Connidis (2014); Carstensen, Isaacowitz, & Charles (1999)</p>
<p>Oct 29, 31</p>	<p>Finances, Work and Retirement Chapter 12 test (Oct 29th) Chapter 13 test (Oct 31) Peer review of projects due (Nov 1)</p>	<p>Novak Ch. 8 and 9 Apouey (2018); Milligan (2015)</p>
<p>Nov 5, 7</p>	<p>Leisure, Recreation and Service Chapter 8 test (Nov 5) Chapter 9 test (Nov 7- online) I am away at a conference Nov 6-11; Leanna from Arts ISIT will demo/discuss using Wordpress for our assignment on Nov 7</p>	<p>Novak Ch. 10 Kim, Chun, Heo, Lee & Han (2016); Cohen, Ardern, & Baker (2017)</p>
<p>Nov 12, 14</p>	<p>Healthcare Chapter 10 test (Nov 14)</p>	<p>Novak Ch.7 Miller, (2002); US Department of Labor Report (see reading list)</p>
<p>Nov 19, 21</p>	<p>Healthcare cont. Chapter 7 test (Nov 21 - online) I am away at a conference Nov 18-25 – No Class – use this time to finish your projects!</p>	

Nov 26, 28	End of Life Issues Chapter 14 test (Nov 28) Final projects and team member assessment due (Nov 26)	Novak Ch. 14 McPherson, Wilson & Murray (2007); Umberson & Chen (1994)
	FINAL EXAM (no later than Dec 7, 11:59pm submitted on Canvas)	

Schedule of presentation topics:

- 1) Aging & Societal Perceptions – Sept 26 (2 groups)
- 2) Aging Bodies & Aging Selves – Oct 3 (2 groups) and Oct 10 (2 groups)
- 3) Kinship and Caring in Aging Families – Oct 17
- 4) Social Participation – Oct 24
- 5) Aging and Productivity – Oct 31
- 6) Environmental Factors – Nov 5 (none)
- 7) Health Status and Health Care – Nov 14
- 8) End of Life Issues – Nov 28 (none)

Please note: this schedule of topics and assignment type may change, depending on course enrolment and sign-up preferences for topics. The final schedule and assignment will be determined in week 3, after the drop and add period for courses.

LEARNING OUTCOMES

Course Aim and Objectives

Aim: The purpose of this course is to prepare students to be critically reflective and analytical in evaluating and applying theories and current literature involved in the demographic, economic, and social trends associated with aging.

Course Objectives: At the end of this course it is expected that students will be able to:

1. compare and contrast theoretical orientations of aging,
2. summarize current research and explain controversial issues in the sociology of aging, ageism and aging populations in North America,
3. suggest specific policy implications of research and theories in aging, ageism and aging populations, and
4. practice and develop critical analysis, teamwork, public speaking/presentation, research, writing and multimodal communication skills and
5. appreciate how the literature and issues relate to aging in their own personal relationships.

LEARNING MATERIALS

Teaching Technology:

The UBC Canvas learning management system will be used throughout the course for course communication, assignment submission, grading etc.. Please see [here](#) for a student guide to using Canvas and for Canvas related technical support.

iPeer will be used for self and team member evaluation. iPeer can be accessed [here](#). The support email for iPeer is also located on this page.

Please do not email the instructor for technical support issues. I cannot solve these issues and this will only further delay your efforts. Please DO let me know if something is missing or not working properly on the Canvas/iPeer course sites – this may be something I can fix and will help me resolve the issue for all class members.

Required Reading:

Novak, M., Northcott, H. C. & Campbell, L. (2018). *Aging and society: Canadian perspectives* (8th Edition). Toronto: Nelson Education.

You can purchase an ebook version from the publisher for \$75.95 USD. See [here](#) for purchase options from the publisher. An be rented for 1 year from vitalsource for \$81.95 CAD – see [here](#). Hardcopy available at the UBC bookstore – you can order [here](#).

You are asked to read and respond to the following list of articles as we go through the course. Links to these articles are provided. Articles are available for FREE through UBC e-journals or online open source documents – please do not pay for these articles. You need to be signed in to the UBC library to access them for free.

Introduction:

Hagestad, G. O., & Uhlenberg. P. (2005). The social separation of old and young: A root of ageism. *Journal of Social Issues*, 61, 343-60.

<https://spssi.onlinelibrary.wiley.com/doi/full/10.1111/j.1540-4560.2005.00409.x>

Population Aging:

Brody, E. (2010). On being very old. *The Gerontologist*, 50 (1), 2–10 doi:10.1093/geront/gnp143

<http://gerontologist.oxfordjournals.org/content/50/1/2.full.pdf+html>

No Babies – New York Times

<https://www.nytimes.com/2008/06/29/magazine/29Birth-t.html>

Psychology and Social Psychology of Aging

George, L. K. (2010). Still happy after all these years: Research frontiers on subjective wellbeing in later life. *Journal of Gerontology: Social Sciences* 10(1093):1-9.

<file:///C:/Users/Silvia%20Bartolic/Documents/Documents%20-%20Copy/Documents/Soci%20344/Reading%20PDFs/Still%20happy%20after%20all%20these%20years.pdf>

Umberson, D., Crosnoe, R., & Reczek, C. (2010). Social relationships and health behavior across the life course. *Annual Review of Sociology*, 36,139-57.

<https://www-annualreviews-org.ezproxy.library.ubc.ca/doi/pdf/10.1146%2Fannurev-soc-070308-120011>

Physical Changes

Please read about menopause at the NIH website:

<https://nccih.nih.gov/health/menopause/menopausesymptoms>

Please read about hormone changes in men:

<https://www.doctorshealthpress.com/general-health-articles/hormone-imbalance-in-men/>

Kinship and Aging

Connidis, Ingrid Arnet. 2014. "Age Relations and Family Ties over the Life Course: Spanning the Macro-Micro Divide." *Research in Human Development*.11:291-308

<https://www.tandfonline.com/doi/pdf/10.1080/15427609.2014.967050?needAccess=true&>

Carstensen, L.L., Isaacowitz,, D.M., & Charles, S.T. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist*, 54, 165-181.

<http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=3f58cf87-5503-4723-a41b-51e7071eaeaa%40sessionmgr101>

Finances, Work and Retirement

Apouey, B. H. (2018). Preparation for old age in France: The roles of preferences and expectations. *The Journal of the Economics of Ageing*, 12, 15-23.

<https://www-sciencedirect-com.ezproxy.library.ubc.ca/science/article/pii/S2212828X17300154>

Milligan, K. (2015). Incomes and hardship in early transitions to retirement. *Canadian Journal on Aging/La Revue Canadienne du Vieillessement* 34 (1), 1-13. DOI:10.1017/S0714980814000476

<https://search-proquest-com.ezproxy.library.ubc.ca/docview/1700672359?accountid=14656&pq-origsite=summon>

Leisure, Recreation and Service

Kim, J., Chun, S., Heo, J., Lee, S. & Han, A. (2016). Contribution of leisure-time physical activity on psychological benefits among elderly immigrants. *Applied Research in Quality of Life*, 11 (2), 461-470.

<https://link-springer-com.ezproxy.library.ubc.ca/article/10.1007%2Fs11482-014-9374-7>

Cohen, A., Ardern, C.I., & Baker, J. (2017). Inter-relationships between physical activity, body mass index, sedentary time, and cognitive functioning in younger and older adults: Cross-sectional analysis of the Canadian community health survey. *Public Health*, 151, 98-105. <https://www-sciencedirect-com.ezproxy.library.ubc.ca/science/article/pii/S0033350617302226>

Health/Healthcare

Miller, R.A. (2002). Extending life: Scientific prospects and political obstacles. *Millbank Quarterly*, 80, 155-174. <https://onlinelibrary-wiley-com.ezproxy.library.ubc.ca/doi/pdfdirect/10.1111/1468-0009.00006>

Navigating the Demands of Work and Eldercare – United States Department of Labor

<https://worklife.msu.edu/sites/default/files/sites/default/files/content/NavigatingTheDemandsOfWorkAndEldercare%20Report.pdf>

End of Life Issues

McPherson, C. J., Wilson, K. D., & Murray, M. A. (2007). Feeling like a burden to others: A systematic review focusing on the end of life. *Palliative Medicine*, 21, 115-28.

<https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/pdf/10.1177/0269216307076345>

Umberson, D., & Chen, M.D. (1994). Effects of a parent’s death on adult children: Relationship salience and reaction to loss. *American Sociological Review*, 59, 152-68.

<https://www-jstor-org.ezproxy.library.ubc.ca/stable/pdf/2096138.pdf?refreqid=excelsior%3A2b4c6d1612c00e3e2c44c9ff0a553a87>

LEARNING ACTIVITIES AND ASSESSMENT OF LEARNING

Overview:

Participation (opportunities include: in-class/online discussion; in-class assignments; homework):	10%
Peer evaluation (group assignment) – project evaluations (due Nov 1):	15%
Tests (weekly – best 10/12):	15%
Presentation (group assignment) (due as scheduled):	15%
Understanding Older Adults Project (group assignment):	30%
• Draft – 10% of grade (due Oct 17)	
• Final project with team member assessment – 20% of grade (due Nov 26)	
Final exam (take home due no later than 11:59pm Dec. 7):	15%

Course Assignments, Due Dates and Grading:

1. **Class participation (10% of course grade):**
 There will be several ways class participation will be assessed. During the term, I will ask you to engage in short participatory learning activities in conjunction with our classes (e.g. case study scenarios, debates, 1 minute papers). Students will be asked to submit, on occasion, assignments completed in class or as homework. Student in-class and online participation will also be recorded (quality is more important than quantity). **A random selection of these activities will count towards the participation grade. I will also offer a few optional participation activities as an opportunity for students to make up missed points.** At the end of term, students will be asked to reflect upon their participation and submit a participation self-assessment. [Learning objectives 1, 2, 3 and 5.](#)

2. **Peer Evaluation (15% of course grade):**
 You will be asked to provide feedback to your classmates on their in-class presentations as well as on two (2) draft projects – due dates are discussed in the sections below. Guidelines will be

discussed and distributed in class/posted online. Quality of peer evaluations will be assessed.
Learning objective 4.

3. Tests (15% of the course grade):

Tests will occur in the **first 10-12 minutes of Thursday class days** (with 2 Tuesday test dates – see schedule) and will be based on the textbook chapter assigned for the previous week (see course schedule). Missed tests cannot be made up and you will not get additional time if you are late so please plan accordingly. I will use the **top 10 out of 12** test scores when computing your final test grade. **Learning objectives 1, 2 and 3.**

4. Oral presentation (15% of the course grade) (by signup): (as per class agreement Sept 5: assessed as 50% instructor grade; 50% average of peer grades)

This assignment will be done in groups of three or four. Your group will present and lead class discussion/respond to class questions in an oral presentation. A sign-up will occur online via Canvas. Students will sign up on a first come basis. Guidelines and peer-evaluation instructions will be distributed and discussed in class and posted online.

Students can tackle debate statements such as: *Population aging is a catastrophe for many societies; The 'rising tide' of dementia is the most serious challenge facing Canada's aging population; Anti-aging products and advertising are forms of ageism; The care of family members is a 'private trouble' to be worked out by the individual, not a 'public issue' of concern to employers and/ or government.*

Following the presentation, each group will submit a summary of their arguments (**due no later than 11:59 the day presented**). This should be approximately 2-4 double spaced pages in length submitted in Canvas discussion thread for the class. **Peer feedback will be conducted in class and submitted to me at the end of class.** . **Learning objectives 1, 2, 3, 4 and 5.**

5. Understanding Older Adults group project (30% of the course grade):

This assignment will be done in groups of three to four and will be developed in stages. For this assignment, you are to develop a guide for a specific audience using a multimodal (media) format. Please see assignment guide for details.

- Resource exploration and project reflection is due by **11:59pm Nov 14 (5% of grade)**;
- Draft **due by 11:59pm Oct 17 (5% of grade)**;
- Peer feedback **due by 11:59pm Nov 1**;
- Final project with team member assessment is due by **11:59pm Nov 26 (20% of grade)**.

Below are a few possible topics for you to consider.

- Aging Stereotypes/Myths/Perceptions
- Mental Health Changes
- Physical Health Changes/Successful Aging
- Aging and Family Relationships
- Social Networks/Social Support
- Work and Retirement
- Community and Housing

- Leisure, Recreation and Service
- Death and Dying
- Healthcare/economics of aging
- Gender, ethnicity and aging

All parts of this project (except team member assessments) are to be submitted online in the Canvas course site (under assignments tab). Team member assessments are to be submitted in iPeer. Please go to: <https://ipeer.elearning.ubc.ca/>, log in with your CWL and find SOCI 344-101. **Scores** from the team member assessments **will be shared** with your team mates. **Comments will not be shared** and will only be read by the instructor. This is so that students can both receive some feedback on their performance as a team member and at the same time they can be honest about how the group was functioning, how the work was shared etc.. **Learning objectives 1, 2, 3, 4 and 5.**

6. Final exam (15% of grade)(take home - due no later than 11:59pm Dec. 7).

The final exam will be **cumulative and essay based**. You will be given a list of final exam preparation questions on the last day of class to help you focus your efforts for the final exam. **Learning objectives 1, 2 and 3.**

Grading Guidelines: (see http://www.arts.ubc.ca/Grading_Guidelines.81.0.html)

90-100% = A+	64-67% = C+
85-89% = A	60-63% = C
80-84% = A-	55-59% = C-
76-79% = B+	50-54% = D
72-75% = B	00-49% = F
68-71% = B-	

Retention of Assignments: Students should **retain a copy of all submitted assignments** (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have a right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Submission of assignments: Assignments are to be submitted **online in Canvas by 11:59pm on the due date**. Assignments submitted by e-mail attachment will not be accepted. Do not put assignments under my door as they will not be accepted. **If your file does not open I will consider the assignment as not submitted.**

Late assignments: Because we are working in groups, failure to submit a **group assignment by the due date/time will result in a grade of 0 (zero)** for the assignment. If you are having trouble meeting the deadline, please let me and your team mates know as soon as possible so that the group can move forward with their work. I can work with you and the advising office to come up with a plan to fulfill course requirements should you have a medical or other such excused absence.

Exams: The tests will consist of multiple choice questions. The final exam will be cumulative and essay based. You will be given a list of final exam preparation questions on the last day of class to help you focus your efforts for the final exam. Exams will cover the text and lecture materials. Lectures and the text will partially overlap (but not completely). The final exam will deal with the overarching theories/patterns of the course.

Beyond learning specific facts presented in the text and lectures, you should strive to see a broader picture of relationship development over the life course. As you work through the course, you should be developing your critical, analytical, and methodological skills; noting similarities and differences in viewpoints, etc.. In the exams, questions will be designed to assess your critical thinking and application of the principles discussed. The final exam will include essay questions designed to have you reflect on the main ideas presented throughout the term.

Missed Exams: Your best 10 out of 12 tests will be used toward your grade. Therefore if you miss a test, you will receive a **grade of 0 (zero)** and this grade can be used towards the test score not included in the calculation of your final test grade. Make-up tests will not be given.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

Arts Students must contact Arts Advising as soon as you are aware you may need an [in-term concession](#). Please review [their website](#) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

OTHER COURSE POLICIES

Attendance:

The calendar says: "Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). ... Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes". **Regardless of the reason for your absence, you are responsible for finding someone in class that is willing to share missed lecture notes with you.** Please be willing to share your notes with other classmates if needed. All of our learning will be elevated if we work together in collaboration!

Academic Integrity:

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and

acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Please come and speak with me if you are unsure about these policies so that I can clarify them for you.

Academic Support:

Visit <https://students.ubc.ca/enrolment/academic-learning-resources> (UBC) or <http://students.arts.ubc.ca/student-support/academic-support/> (Faculty of Arts) for links to tutoring, resources and other academic supports to assist you with your studies.

Early Alert:

During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance. In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: [Canvas, WordPress and iPeer]. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Assess your participation in the course.

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I do not permit students to record my classes without prior approval

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