

**California State University, San Marcos General Education Program**  
**GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**  
**• AREA E: Lifelong Learning, Self-Development and Information Literacy**  
*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b> Soc 309	<b>Course Title:</b> Aging and Society	
<b>Number of Units:</b> 3 _____		
<b>College or Program:</b> XX <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> XX <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer    Year: 2015	<b>Mode of Delivery:</b> XX <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b> Alicia M. Gonzales	<b>Email:</b> amgonzal@csusm.edu	<b>Submission Date:</b> 3/24/15

**1. Course Catalog Description:**

Soc 309: "Society and Aging" examines the social correlates of human aging, with a concentration on adulthood and old age. Presents multiple perspectives on the myriad interrelationships between aging and society, drawing on studies in biology, psychology, history, anthropology, political science, economics, and sociology. Particular attention is given to comparisons of life course aging experiences across race/ethnic, sex, socioeconomic, cultural, and national lines. In addition, students may pursue a service-learning activity benefiting elder members of the local community.

**2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:**

XX	Course description, course title and course number
XX	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
XX	Topics or subjects covered in the course
XX	Registration conditions
XX	Specifics relating to how assignments meet the writing requirement
XX	Tentative course schedule including readings
XX	Grading components including relative weight of assignments

**SIGNATURES**

*Alicia M. Gonzales*      3/26/15

Course Proposer	Date	Department Chair	date
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>			
	Support	Do not support*	DC Initial Support
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Faculty	Date	Impacted Discipline Chair	Date
	Support	Do not Support*	Approve
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impacted Discipline Chair	Date	GEC Chair	Date

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**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

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*Part A: E Lifelong Learning and Self-Development General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]*

<b>Lifelong Learning and Self-Development GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
<p>E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.</p>	<p>This course employs an interdisciplinary approach that relies upon the perspectives of anthropology, biology, demography, economics, history, medicine, political science, social work, sociology, and psychology to uniquely distinguish, as well as, weave together the bio-psycho-social aspects on aging, and emphasizes that the physiological and psychological changes of age unfold in a social context – one that both shapes and is shaped by these changes.</p> <p>Students develop a deeper awareness of the unique and interrelated, intersecting, and interconnected bio-psycho-social processes underlying human aging. While later life outcomes are emphasized, this course focuses on the interplay of experiences across the entire life course that helped shape these outcomes, as well as, student’s current and future lives.</p> <p>The key to promoting student well-being and development is fostering a deep awareness of the interplay of bio-psycho-social processes underlying human aging across the life course, and how it interacts with historical period, and societal and cultural context. To this end, students engage in a broad range of critical disciplinary perspectives concerning the interplay between individual and social forces in aging.</p>	<p>Multiple assessment tools are utilized. This includes tests which recognize the different layers that make up the multi-dimensional nature of age and aging experiences,</p> <p>As an interaction and discussion based course, a main goal of discussion is to encourage students to deconstruct both the unique and the interplay of bio-psycho-social processes influencing in own lives as well as their future aging. In classroom discussions and collaborative applied learning exercises, students become familiar with complex forces that shape human experience across the human life course. In tests, written assignments, and analytical write ups, students must demonstrate their ability to analyze and synthesize contemporary age issues and theories and relate these to real world experiences with aging persons, in particular, their own current and future life goals and plans</p>

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<p>E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.</p>	<p>This course is designed to challenge, empower students, to promote critical thinking, and to inform and redirect important aspects of student’s lives, personal behaviors, and future goals.</p> <p>At the start of the course students are asked “what is optimal aging?” The course then explores current research on individual and social factors that lead to paths for optimal aging, as well as, examining the ways in which persons can experience the loss of optimal aging. Students learn the social components and tools needed for achieving optimal aging in their own personal lives, as well as, at a social policy and societal context level.</p> <p>Students learn to identify the social and cultural characteristics that distinguish aging experiences by race, ethnicity, class, sexual orientation, and gender, with special attention given to persons who are at greater risk for social, economic, and health problems linked to age status across the life course. Throughout the course, students are asked to deconstruct their individual and social experiences with aging.</p>	<p>Students learn a number of skills that will promote lifelong learning, well-being, and social engagement. Foundation to these abilities, students must learn to critically assess information on aging, and to compare his/her attitudes toward aging with current theory and research useful to them as they negotiate their own lives. Multiple assessment tools for this are utilized. These include critical thought class discussions, tests, collaborative applied learning exercises, and analytical writes ups:</p> <p>Students, for example, regularly engage in collaborative learning exercises that include are not limited to, problem solving, real life case scenarios, and a household budget exercise, which asks them to solve common problems confronting individuals and families with economic, work, and health challenges. Students for example, calculate their “Remaining Life Expectancy” based on research supported, social, behavioral and family history factors. In this exercise student become aware of personal changes needed in order to extend years and quality of life.</p>
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<p>E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.</p>	<p>Students learn a number of skills that will promote lifelong learning, well-being, and social engagement. Foundation to these abilities is learning how to critically assess information on aging, to compare his/her attitudes toward aging with current theory and research, as they negotiate their own lives.</p> <p>This course is grounded in numerous “Critical theoretical Perspectives” on aging. One core “Critical Life Course Perspective” is used to develop student awareness of how personal attributes (such as race, class, gender, sexual orientation, health status); the intersectionality of these attributes; available opportunity structures; historical and personal life events; as well as available family and personal adaptive resources (i.e. health and mental health practices and belief), all intersect to uniquely shape human age experiences across the life course. Students are frequently asked to see themselves as both socially constructed and empowered by this knowledge.</p> <p>Continuity Theory is another perspective used to directly link life-long behaviors to social context and adaptive resources in later life.</p> <p>Additionally, this course analyzes the complex social construction of, childhood, adolescence, adulthood, middle age, and later life, as well as, age perceptions, age identity, and the significance of age to our everyday life.</p>	<p>In tests, collaborative learning exercises, class discussions, analytical write ups, and in some classes, an oral history project or a community engagement experience, students have an opportunity to gain direct real world learning experiences, and to demonstrate in a project paper their ability to analyze and synthesize contemporary age issues and theories and to relate these to the age and aging experiences of older individuals, and to their own future life goals.</p> <p>A typical writing assignment might involve interviewing a senior adult about their life course experiences. Then in an analytical paper summarizing and critically assessing their subject, student’s discuss their contextual knowledge of aging by linking their subject’s personal attributes (race, class, gender, age, sexual orientation, health etc.); opportunity structures; significant historical, societal, cultural, or life events; and adaptive resources to their current bio-psycho-social condition and standpoint. Students must also write about what they have learned about aging and how they will apply it to themselves and to their lives.</p> <p>A typical applied class exercise might be a continuity experiment, where students, at the start of the semester, choose one personal behavioral change to make for 6 weeks. They hypothesize that this change will directly increase either their future internal or external continuity. At the end of the semester students submit an analytical write up and share in-class their thoughts on whether their life-course continuity was impacted, as well as, future optimal aging.</p>
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<p>E1.4 Describe how their well being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.</p>	<p>In addition to learning how to critically assess information on aging, Students learn information technologies on campus that will support and promote lifelong learning, well-being, and social engagement. The age research of CSU faculty is introduced and students are introduced to campus speakers, career services in aging, and future community engagement opportunities in aging that might be useful in other CSUSM courses.</p>	<p>Students typically use information technologies on campus to find information and organizations useful to them as they negotiate their current and future lives. Students are often required to attend age events on campus, they are introduced to age research being conducted on campus, and they learn about career opportunities through campus speakers, for example, spokespersons from the CSUSM Palliative care Institute. Students are also encouraged to utilize the assistance of the social science reference librarian for research searches, information gathering, and needed citations.</p> <p>An example of an applied critical thought exercise is an internet search for available resources relevant to real life case studies which highlight individuals and families in need of community and in-home services, or relevant medical, economic, and social support resources (i.e. Hospice, Area Agency on Aging, Meals on Wheels, Adult Aging and Independent services etc.)</p>
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<p>E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.</p>	<p>Again, students learn a number of skills that will promote lifelong learning, well-being, and social engagement. Foundation to these abilities, is learning to critically assess information on aging, to compare his/her attitudes toward aging with current theory and research, and to use information technologies to find information and organizations useful to them as they negotiate their lives.</p>	<p>In tests, collaborative learning exercises, class discussions, analytical write ups, and in some classes, an oral history project, or a service learning option, students might demonstrate their ability to analyze and synthesize contemporary age issues and theories and to relate these to practical real world experiences with aging persons as well as to their own future life goals and plans.</p> <p>Critical thinking exercised may include, Discussing case studies in Medical age ethics, age death and dying ethics, creating a household later life economic budget, discussion on family caregiving ethics, contemporary media age ethics.</p>
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*Part B: General Education Learning Outcomes required of all GE courses related to course content:*

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
<p><b>Students will communicate effectively in writing to various audiences. (writing)</b></p>	<p>This is an interaction and discussion based course. All Aging and Society sections are designed for non-majors and make explicit, basic discipline assumptions, principles, and approaches, to aging and the life course. Students are exposure to issues of diversity in in the life course, as well as, expected to discuss and participate in critical thinking exercised about the interrelatedness of people in local, national, and global contexts.</p>	<p>Assessments may include analytical writing assignments, collaborative group exercise discussions, an oral PowerPoint presentation and a written applied course project paper</p> <p>Students might interview a senior adult about their life course experiences, and write an analytical paper summarizing and critically assessing their contextual knowledge of aging and linking the interplay of their subject's personal attributes (race, class, gender, age, sexual orientation, health etc.); opportunity structures; significant historical, societal, cultural, or life events; and adaptive resources to their current social conditions and experiences in later life.</p>

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<p><b>Students will think critically and analytically about an issue, idea or problem. (critical thinking)</b></p>	<p>Aging and Society sections are designed for non-majors and make explicit, basic disciplinary assumptions, principles, and approaches.</p>	<p>Evaluation of student learning and teaching effectiveness may be assessed using a variety of methods. Primary sources of evaluations are collaborative work in the classroom, project/student papers, class discussion, and presentations. First, collaborative learning activities have, in particular. Have been shown consistently to raise the intensity of student engagement with course content and to increase critical thought learning. Subsequent class discussions clearly evidence increased applied and contextualized understanding. Second, analytical writings require students to think critically and to reflect and apply the course content to their own life goals and future plans. Writings such as the Oral History or a community engagement paper options allow students to further engage the course material through hands-on experiences with seniors in the community, or with front line service providers who face individual and community challenges in responding to aging. Third, student class discussions and an end of semester PowerPoint presentations are very effective in further linking project experiences to the course material and personalizing them in memorable ways.</p>
<p><b>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</b></p>	<p>Do not complete. This information is provided in Part A.</p>	<p>Do not complete. This information is provided in Part A.</p>



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**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All E courses must meet at least one of the LEAP Goals.**

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe):

**Part D: Course requirements to be met by the instructor.**

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	All aging and society courses assign analytical write ups, project papers or term papers, and utilize essay exams. Students in this course typically exceed the universities writing requirement.
Courses in this area highlight the students' self-development and promote the acquisition of skills that will allow the student to be a life-long learner. Courses that examine human development across the lifespan will not satisfy the Area E requirement unless the students' own growth is the focal point of the course.	This course has at its core a personal self- development underpinning. Students easily tie the subject matter with their own personal and family lives, history and goals in class discussions. Students own life experiences are critical to contextualizing the importance of aging. In addition, collaborative group exercises, class presentations, and analytical write-ups serve as tools to create tremendous self- reflective, critical thinking, learning lifelong learning skills, a search for personal well-being, and social engagement. Students must critically assess information on aging; compare his/her attitudes toward aging with current theory and research, and to use information technologies to find information and organizations useful to themselves, friends, and family, as they negotiate their lives. This course is designed to empower students, promote critical thinking and inform and cause redirection of important aspects of student's lives, personal behaviors, and future goals.

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<p>Courses will focus on the interdependence of the physiological, social/cultural, and psychological factors which contribute to students' own personal development.</p>	<p>This course employs an interdisciplinary approach that relies upon the perspectives of anthropology, biology, demography, economics, history, medicine, political science, social work, sociology, and psychology to weave together the multi-dimensional aspects on aging.</p> <p>Class lectures, test, readings, class discussions, and collaborative applied exercises ask student to reflect on an interdisciplinary understanding of age and aging. While later life outcomes are examined, this course focuses on the interplay of experiences across the entire life course that helped to shape these outcomes.</p>
<p>Content will cover factors that promote and detract from students' ability to achieve optimal individual health, well-being or development across various points in their lives.</p>	<p>At the start of the course students are asked "what is optimal aging?" The course then explores current research on individual and social factors that lead to paths for optimal aging, as well as, examining the ways in which persons can experience the loss of optimal aging. Students learn the social components and tools needed for achieving optimal aging in their own personal lives, as well as, at a social policy and societal context level.</p> <p>Class lectures, test, readings, class discussions, and collaborative applied exercises ask student to reflect not only on the later life outcomes of age and aging, but emphasize the interplay of experiences across the entire life course that helped to shape these outcomes.</p> <p>A typical assignment might involve interviewing a senior adult about their life course experiences using a life course perspective. Students then write an analytical paper summarizing and critically assessing their subject life experiences and interrelated themes. Students discuss their contextual knowledge of age and aging across the life course. Students must also write about what they have learned about aging and how they will apply it to themselves and to their lives.</p> <p>A common empowering applied exercise is a continuity experiment, where students, at the start of the semester, choose one personal behavioral change to make for 6 weeks. They hypothesize that this change will directly increase either their future internal or external continuity. At the end of the semester students submit an analytical write up and share in-class whether their life-course continuity is impacted, as well as, make links to future optimal aging.</p>

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<p>These courses will include at least 5 hours of class time dedicated specifically to information literacy instruction taught in collaboration with library faculty.</p>	<p>Instructors invite relevant class speakers to discuss information literacy for available age related resources. (i.e. Institute of Palliative care, Hospice, and Area Agency on Aging). A typical example of an applied critical thought exercise is internet research of available resources for case studies that highlight individuals and families who are in need of community and in-home services, or relevant medical, economic, and social support resources (i.e. Hospice, Area Agency on Aging, Meals on Wheels, Adult Aging and Independent services etc.). Students are encouraged to utilize the social science librarian. Students are also expected to utilize peer reviewed journals for supporting analytical writings, project and research papers, and are given guided instructions addressing how to evaluate public and government resources versus using private websites and advertisements.</p>
<p>Specifically, under the context of academic research, students will be able to articulate their information need, formulate a search strategy, use the appropriate tool to find information, evaluate information, and integrate these sources into their research assignments.</p>	<p>Student can be assigned academic research papers, or reflection journal that cite peer reviewed journals to support and reference age related ethics arguments or topics that are of personal concern and interest to students. Student can also be assigned a research project involving spending time with an individual senior adult or a group of seniors, as well as formulate a strategy for linking their lived experiences to the course material as well as evaluate and integrate materials that support, challenge, or expands upon the course material.</p>
<p>Courses will require assignments that will assist the student in understanding how to use information in an academic and scholarly community.</p>	<p>Instructors write into their syllabus time to discuss and instruct students on how to go about accessing peer reviewed journals, how to utilize critical thinking to evaluate, to question, and to challenge, the motivations, goals, and purpose of internet information and organizational websites. The use of relevant sources and citations is part of evaluating graded work.</p>

# SOC 309-01 (Sec 49276) AGING AND SOCIETY

## Fall 2014

Instructor: Dr. Alicia M. Gonzales  
Office: SBSB 4216  
Email: amg@csusm.edu or amgonzal@csusm.edu  
Meet: Tuesday 5:30 – 8:15 p.m. in SBSB 1111  
Phone: 750-4193 to speak directly (Leave ALL **messages** via email only)  
Hours: Tues 12:00 - 12:55; and by appointment



TEXT: Aging and the Life Course. Quadagno, Jill. 6<sup>th</sup> ed. McGraw-Hill College, Boston. (T)  
READER: *Worlds of Difference: Inequality in the Aging Experience*, 3<sup>rd</sup> edition. Stroller, P.S. and Rose Campbell Gibson, CA, Pine Forge. (R)

**COURSE DESCRIPTION:** This course provides students with a critical overview of the field of “Aging and The Life Course.” It is intended to provide a life course perspective for examining the social-psycho-biological forces that impinge upon the aging process at every stage in the life course. We will analyze the social construction of, childhood, adolescence, adulthood, middle age, and later life, as well as, age perceptions, age identity, and the significance of aging to our everyday life. We will investigate the reciprocal relationship between a society’s population age structure and its most basic social institutions, ideological structures, and the current and future needs of aging individuals. This course includes an historical overview of demographic, cultural, social psychological, physiological, political, and economic influences upon aging experiences, as well as, age issues and concerns. We will critically examine interdisciplinary aging theories and examine contemporary age issues and the social policies that have evolved to meet age specific needs. While this course emphasizes later life outcomes, its main focus is on how ageing experiences across the life course come together to shape the conditions and experiences of persons in later life, empowering students and giving us valuable age insights for long term solutions and pathways in which to achieve personal optimal aging. Special attention will be given to persons at greater risk for social, economic, and health problems linked to older age, to the ethics of aging, and to the importance of long term planning.

### MAJOR ASSUMPTIONS IN SOCIOLOGY AND THIS COURSE

1. We are not simply individuals with complete autonomy and self-determination, but rather social beings who both shape and are shaped by the social world in which we live.
2. An analysis of aging and the life course is useful, valid, promotes Informed decision making, personal agency, and is worth developing.
3. Social justice is worth striving for, therefore, it is important to study social structures that create inequalities of race, class, gender, and sexuality. By studying these structures, we can create personal and family empowerment, as well as positive change and future directions.

### SPECIFIC COURSE GOALS – STUDENTS WILL: (GE outcomes are outlined on last page)

1. understand and be able to explain age as a social construction within a larger socio-political, demographic, economic, and historical framework;
2. become familiar with social forces that shape aging, the life course, and personal and relational aging well-being;
3. be able to identify social characteristics and unique needs and circumstances which distinguish aging and life course experiences by, race/ethnicity, social class, gender, sexual orientation, & cross cultural and social structural experience;
3. be familiar with historical & contemporary social policies that relate directly to the problems & needs of aging persons, and those at risk of having unmet social, health, & economic needs;
4. in tests, a course project, written applied exercises, and class discussions, be able to find community resources, analyze and discuss age theories, apply multiple perspectives to contemporary age issues, and relate these to practical life experience, as well as to a student’s own personal goals to increase optimal aging and improved life chances.

SCHEDULE OF READINGS & TOPICS (This is only a tentative schedule, it is subject to change.)

AGING & THE LIFE COURSE – GLOBAL AND SOCIETAL LEVEL AGING		
		R = Reader (Stroller et al.) Text = Quadagno
Date	To Do	Topics Covered (Weekly readings due prior to classes. Note that weekly topics & text do not always match but are both testable materials)
<b>Week 1</b> T-8/26	Text: Chps. 1-2  Reader  Exercise #1  Homework  Online	Introduction: Aging and the Life Course Introduction: Critical Life Course Perspectives -  R “Introduction: Different Worlds in Aging: Gender, Race & Class R “Advantages of Using the LC Framework in Studying Aging”  <b><i>In-Class Exercise #1: “Words for Old”; “Characteristics of Old” (Role Sheet)</i></b>  √ <b>Homework 1: Research Media Messages – You will Bring Ads on 9/2</b> √ <b>Homework 2: Continuity Experiment &amp; Write-up (Due by 11/4)</b>  • Video: How Racism Impact Pregnancy Outcomes (Lifecourse Perspective) <a href="http://www.youtube.com/watch?v=k8fuzh4d544">http://www.youtube.com/watch?v=k8fuzh4d544</a>
<b>Week 2</b> T-9/2	Text: Chps. 4  Reader  Exercise #2:  Homework:  Online	Demographic Profile of U.S. and Global Aging  R “Cultural Images of Old Age”  <b><i>In-Class Exercise #2: Tale of Two States: Social Epidemiology (Role Sheet/HW)</i></b>  √ <b>Homework 3: Remaining Life Expectancy Write-up</b> (Submit by next class) √ <b>Extra Credit Film: Apply Critical Life Course Perspective (Due last class day)</b>  • Check online for testable video links and class news
<b>Week 3</b> T-9/9	Text: Chp. 5  Reader:  Exercise #3  Online	Age and Aging in Contemporary Social Media; Cross Cultural Perspectives; Project Discussion, Research Requirements, and Questions  R Elders in Southeast Asian Refugee Families R Grandparenting Styles: Native American Perspectives  <b><i>In-Class Exercise #3: Media Portrayals of Aging (HW#1 Due - Role Sheet)</i></b>  • Learning Check #1 • Check online for testable video links and class news
II. SOCIAL CONSTRUCTION OF AGE IN EVERYDAY LIFE		
<b>Week 4</b> T-9/16	Text: Chp. 3  Reader:  Exercise #4  Online	Social-Pscho-Bio Theories of Age, Aging, & Stereotypes  R Hard Times in Women’s Lives: Hist. Influences Across 40 Years R Women’s Work & Caregiving Roles: A Life Course Approach  <b><i>In-Class Exercise #4: Label Game (Interactions &amp; Self Perceptions)</i></b>  • Check online for testable video links and class news
<b>Week 5</b> T-9/23	Text: Chp.15  Reader:  Exercise #5  Online	Gender Diversity in Aging Experiences across the life course  R <b>Poems:</b> After Sixty; Mother to Son; If I Had to Live Life Over; and Warning  <b><i>In-Class Poem Exercise #5 (Have read assigned poems for today)</i></b>  • Check online for testable video links and class news

Tuesday	To Do	Topics Covered and Class Details
<b>Week 6</b> T-9/30	Text: Chp. 9  Exercise #6  Online	Sexuality and Sexual Diversity and the Life Course (Aging and Empowerment)  <b><i>In-Class Exercise #6: Sexuality and Older Adults (Role Sheet)</i></b>  • “Sex and Aging: The Social Stigma” <a href="http://triplehelixblog.com/2011/08/sex-and-aging-the-social-stigma/">http://triplehelixblog.com/2011/08/sex-and-aging-the-social-stigma/</a> • “Aging and Sexuality” <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1304545/pdf/westjmed00338-0093.pdf">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1304545/pdf/westjmed00338-0093.pdf</a> • Former Astronaut Sally Ride Chose privacy over gay causes” <a href="http://www.usatoday.com/news/health/wellness/story/2012-07-24/sally-ride-sexuality/56467620/1">http://www.usatoday.com/news/health/wellness/story/2012-07-24/sally-ride-sexuality/56467620/1</a>
<b>Week 7</b> W-10/7	Text: Chp 10  Reader   Exercise #7:  Online	Racial and Ethnic Diversity and the Life Course (Optimal Aging Pathways)  R How it Feels To Be Colored Me (for discussion today!) R The Horned Toad R Survival & Resistance: Early Lessons in Family  <b><i>In-Class Exercise #7: Having our Say (Bio-Social-Historical Influences)</i></b>  <b>LC Analysis &amp; Discussion</b>  • Learning Check #2 • Check online for testable video links and class news
<b>III. SOCIAL INSTITUTIONS, SOCIAL POLICY, AND CONTEMPORARY AGE ISSUES</b>		
<b>Week 8</b> T-10/14	Text: Chp 8, 12  Reader  Exercise #8  Homework  Online	Family and Intergenerational Relationships (Real Families in everyday life)  R The Diversity of American Families; R Grandmother Involvement in Child Caregiving in an Urban Community  <b><i>In-Class Exercise #8: “Intergenerational Family Relationships” (with HW)</i></b>  √ <b>Homework 5: Exercise continues – Search for best relevant resources for each case scenario families/seniors (Due by 12/1)</b>  • Check online for testable video links and class news
<b>Week 9</b> T-10/21	Text: Chp. 11  Reader  Exercise #9  Online	Health Care, Aging and the Life Course (and video clip)  R A Place for Mother R The Age by Race Gap in Health and Mortality in the Older Population  <b><i>In-Class Exercise #9: “Age and Medical Ethics” (Submit notes online)</i></b>  • Check online for testable video links and class news
<b>Week 10</b> T-10/28	Text: Chp. 13  Reader  Exercise #10  Online	Death, Dying and The Life Course (Ethics, Soc-psycho-bio Perceptions) Guest Speakers: CSUSM Palliative Institute / Hospice  R Between the Funerals  <b><i>In-Class Exercise #10: Death and Dying Ethics (Submit notes online)</i></b>  • The Unspoken Diagnosis: Old Age <a href="http://newoldage.blogs.nytimes.com/2011/12/29/the-unspoken-diagnosis-old-age/">http://newoldage.blogs.nytimes.com/2011/12/29/the-unspoken-diagnosis-old-age/</a> • Check online for testable video links and class news
<b>Week 11</b> T-11/4	Text: Chp. 14  Reader:  Exercise #11  Online	Economics of Aging; Student Budget Discussion  <b>R I Want You Women Up North to Know</b>  <b><i>In-Class Exercise #11: Economics and Later Life (Submit budget online)</i></b>  • Check online for testable video links and class news

Tuesday	To Do	Topics Covered and Class Details
<b>Week 12</b> T-11/11	No Class Meet  Online	<b>Tues.*: Veteran's Day - <u>No Classes on Tues. Nov 11<sup>th</sup></u>;</b> <ul style="list-style-type: none"> <li>• Learning Check #3 (might move to next week)</li> <li>• Check online for testable video links and class news</li> </ul>
<b>IV. STUDENT PROJECT &amp; COURSE SUMMARY FOCUS</b>		
<b>Week 13</b> T-11/18	Text: Chp. 16  Exercise #12  Homework due  Online	Optimal Aging in Contemporary Society; Future of Aging & Social Policy <i>In-Class Exercise #12: Continuity/ Social Age Issues/ Rx for Successful Aging</i> √ Due: HW#1 – <b>Continuity Writeup</b> - (In-Class Sharing) <ul style="list-style-type: none"> <li>• The Future of Aging (Please note the role of social class for this technology) <a href="http://www.youtube.com/watch?v=LeejtZmjygg&amp;feature=youtube_qdata_player">http://www.youtube.com/watch?v=LeejtZmjygg&amp;feature=youtube_qdata_player</a></li> <li>• Check online for more testable video links and class news</li> </ul>
<b>Week 14</b> W-11/25	Presentations  Thanksgiving TH	Presentations of 22 students (Tuesday) <i>Mandatory Attendance</i>  Thanksgiving Day is on Thursday <ul style="list-style-type: none"> <li>• Check online for testable video links and class news</li> </ul>
<b>Week 15</b> W-12/2	Presentations  Project Due  Online	Presentations of 22 students <i>Mandatory Attendance</i>  <b>Due: Project Paper Online Submission (by Start of Class)</b> <ul style="list-style-type: none"> <li>• Check online for testable video links and class news</li> </ul>
<b>Week 16</b> 12/9-13	Final Exam Week	Comprehensive Learning Check #4

**COURSE GRADING:**

Grading Activities:	Points
<b>Class Work</b>	
12 Class Exercises/Write-ups ( 5 w/research components)	60 pts.
Participation (critical thinking)	12 pts.
<b>Project:</b>	
Course Project Paper (Choose one of two options)	50 pts.
Project PowerPoint Project Integration Presentation	10 pts.
<b>Testing:</b>	
4 Online Learning Checks	68 pts.
<b>TOTAL POINTS:</b>	*200 pts.
<b>*Final Grade % is based on 200 pts. , but more than 200 are possible</b>	
Extra Credit: Introductory Quiz #0 (First Week)	2 pts. EX
Extra Credit: Film Analysis (Due end of semester)	Varies
Extra Credit: 2 Ex Projects & added Learning Check Qs	Varies

Grading Scale Pts.	
186 + 93% +	= A
180 – 185	= A-
177 – 179	= B+
167 – 176	= B
160 – 166	= B-
157 – 159	= C+
147 – 156	= C
140 – 146	= C-
137 – 139	= D+
127 – 136	= D
120 – 126	= D-
< 120	= F

\*Your points may be viewed online in the course gradebook. Since moodle counts all available extra credit points in your percentage calculation (and does not deduct attendance penalties (- 4 pts.) which start on your 3<sup>rd</sup> absence), the online percentage is incorrect. Compare your earned points to the grade scale listed above.

**STUDENTS WITH DISABILITIES:** Students who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Students Services. The office is located in Craven 5205 and can be contacted by phone 750.4905 or TDD 750.4909. Students authorized by DDS to receive accommodations or who have disability related questions should email me as soon as possible.

## **COURSE COMPONENTS:**

**LEARNING CHECKS (LC):** There are four (4) LC's. The fourth is a comprehensive final LC. You will have the minimum of a 48 hour window within which to complete each LC. Missing any LC means losing those points so never wait until the last minute to start the LC. Students sometimes discover they are unable to access the class site from their home or they might unexpectedly lose their internet connection. Please have a backup plan in place or be prepared to drive to school to use a campus computer. For technical support please call the computer Help desk with any issues related to network access or moodle problems. Your professor cannot do technical support.

**MAKE-UP POLICY:** Make ups are RARELY allowed since there is a wide window to take quizzes. In addition to extraordinary circumstances, I require notification before the quiz window closes.

**CLASS/RESEARCH EXERCISES:** There are 12 weekly exercises with a 1 page analytical write-up. Five of these will have a research homework component (due dates on schedule). Research requirements will be discussed in class (note date on schedule). These exercises typically start with an applied in-class activity. Usually research homework continues or set up work that is critical for a later class exercise discussion. Coming to class late or leaving early means losing points.

**PARTICIPATION:** This is a participation based course, Students are expected to attend class, take part in critical thought class discussions, share supportive research, show respect and consideration to classmates/professor, share relevant personal experiences when you feel comfortable, and contribute to a positive learning environment. Note that attending class and being on time is the most basic participation level. Receiving full participation points requires meeting all of the above requirements.

Since we meet only one day a week, and each class is designed to be a critical thought experience, attendance is mandatory. It is highly disruptive and disrespectful to everyone to be consistently late. As an upper level critical thought course, I do not lecture from your readings, instead we expand on the material. I also typically create an applied experience component. You must attend at least 3/4 of the overall course to get a passing grade. This means missing 5 or more class days in any part of this course is an automatic "F" for the course. If you know that you cannot attend the required 3/4 of this course needed to earn a passing grade, please drop this class. Family reunions, anniversaries, weddings, prepaid vacations etc. cannot justify absences beyond 5 classes. Do consider that you may get sick or have car problems during the semester too.

## **COURSE PROJECT:**

**CHOOSE A PROJECT OPTION:** Choose one (1) of the following two options. (I will NOT accept alternative projects). You must choose a project that you can complete on time as I do not give project incompletes.

1. **AUDIO RECORDED ORAL HISTORY PLUS RESEARCHED CONCEPT PAPER:** This option requires 1.) Interviewing an older adult, age 65 years or older, who is "**NOT a family member**". The oral history must be digital or tape recorded. The subject must receive this recording as a gift in order for you to get a grade. (you may NOT keep a copy, as it is confidential, personal material) 2.) You will then write a researched "concept paper" based upon these interviews, only you and your professor will read this paper. You are NOT writing the story of their life. The paper instead should frame and link a few aspects your subject's life course history to the course concepts or theories upon which you wish to deconstruct and focus. **You are NOT writing a biography, you are writing a concept paper!** It should draw upon your subject's life experiences only to apply and illustrate your conceptual and theoretical understandings from the course material. You may use any aspect of your subject personal, family, work, immigration, social, and/or community experiences to link the course material to the lived experiences of your subject. For example, you may apply the life course perspective and breakdown the subject's life based on the theory's major themes. You can use continuity theory or activity theory focusing on the major dimensions of these theories as applied to the subject. Paper requirements are: **8 -10 pages, double spaced**, 10 or 12 characters per inch in a standard size font (i.e. Times New Roman or Arial), with 1-inch margins. At least 5 peer reviewed research references. To find an older senior adult, age 65 or older, willing to share their oral history, I recommend you contact local senior centers, senior organizations, veteran organizations, neighbors, church/temple/mosque members, family, friends, or ask another student for permission to interview their grandparent. You alone are responsible for finding a willing, qualified, subject. You should



expect the minimum of 2 to 4 - one hour sessions of actual interview time plus additional time spent getting to know your subject. Never interview a senior for more than one hour! Interviews must be completed by the end of the FIRST HALF of the semester. You will need the second half of the semester to write your analysis. You will present what you have learned from your project experience in a class PowerPoint presentation. You will discuss how you were able to relate your subject's life experiences to some of the social themes, theories, and perspectives that you have learned in this course. Discuss what you have learned that you can relate to your future aging.

2. TRADITIONAL SERVICE LEARNING PROJECT PLUS CONCEPT PAPER: This option requires a community service learning commitment on your part (i.e. being a "support person" in a group setting or being a personal companion to an older individual) and writing a concept paper. For this option students must provide service to older senior adults with whom you are in direct contact all of the time (i.e. administrative support does not count). This option involves writing a **8-10 page concept reflection paper** that demonstrates your ability to appropriately incorporate course concepts, theories, material, and to critically analyze your experience and observations (not merely describe it). At least 5 peer reviewed research references is required. Students must select a site from the approved organizations listed on the service learning web site before you start. This option requires a minimum of 20 service hours over the course of the semester (completed over a minimum of 6 weeks time span). The accompanying written critical reflection and analysis should integrate your personal observations, experiences and attitudes, with some of the social themes and integrated perspectives you have learned in this course (lectures, text, class exercises and discussions). You must have at least half of your service learning experience completed by midterm since you will need considerable time to write a thoughtful critical reflection paper.

#### **EXTRA CREDIT:**

- One (1) film analysis that effectively applies the critical life-course perspective. One film analysis exercise is available for up to 5 extra credit points. I will post some films available to choose from.
- **OPTIONAL PROJECTS:** These are open to ALL students. There are two ongoing "extra credit oral history projects" in which you may choose to participate.. The 2 extra credit projects are the National Veteran's Oral History Project and the San Diego Latino Oral History Project. **These will be require additional paperwork. To be discussed on "Project Discussion Day"**. (Worth up to 10 points)
- **ADDED LC QUESTIONS:** I may choose to add extra credit questions to the final learning check.

#### **POWERPOINT PRESENTATION:**

All students must do a 5-7 minute "prepared" PowerPoint presentation (6 slides maximum). Not doing the presentation means losing course points. The goal of the presentation is to critically link your experiences with major course concepts, theories, themes, perspectives, existing research, and to share the "highlights" of your project experience. I want to know what you learned and of your ability to link real life experiences with the course material. What will you do with this information. You may use pictures, cartoons, video, performance art etc...in presentation.

- **You may not present on an alternative project. Credit is only given to presentations of your required graded course project.**
- **A one page outline of course links is due at the time of your presentation.**

- 2 pt. Typed prepared outline of your 5-7 min. talk. (I need it before your presentation, not after).  
Flash drive must be ready, (you may not access your email as this takes up too much time)
- 5 pt. Presentation is organized around links to course material.
- 2 pt. Presentation was interesting and informative.
- 1 pt. PowerPoint enhanced your presentation and shows very good effort. (Maximum 6 slides)

## **ACADEMIC INTEGRITY:**

Academic dishonesty is a serious offense. Cheating, fabrication of material, plagiarism (copying) without using a proper citation of your source, copying quiz answers from another student, and having another person take a quiz for you or post in a forum for you, will result in automatic withdrawal from the class and possible further disciplinary action.

**WHAT IS PLAGIARISM?** How to avoid it and how to credit sources can be found at:  
<http://library.csusm.edu/plagiarism/index.html>

## **THE OFFICIAL GE LEARNING OUTCOMES OF THIS CLASS:**

Soc 309 serves three main purposes at CSUSM. First, it is an elective for sociology majors and minors and is the foundational class for the Aging and the Life Course Concentration in sociology. Second, it's a General Education GE course meant to expose many different majors to sociological perspectives. Specifically it satisfies a DD and E requirement at CSUSM. Third, it also serves as a pre-requisite or elective for other majors.

**The Goal of GE courses** is to help students understand the complexities and varieties of social relations and human experiences, as well as the nature, scope, and the systematic study of human behaviors and societies.

### **The Outcomes of all GE courses:**

- (1) Students will communicate effectively in writing to various audiences. (writing)
- (2) Students will think critically and analytically about an issue, idea or problem. (critical thinking)
- (3) Students will find, evaluate and use information appropriate to the course and discipline. (Applied)

**The Goal of Upper Division General Education courses, DD**, is to help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

### **The Outcomes of all UDGE Social Science DD courses:**

- (1) Students will analyze problems using social scientific reasoning;
- (2) Students will gain enhanced awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background. In this course Students will also explore the ways in which society and culture are affected by gender, race/ ethnicity, class, regional identities, global identities.
- (3) Students will recognize the value of multidisciplinary explorations, and understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments in broad cross-disciplinary unifying themes and perspectives.

**The Goal of E courses is to equip students for lifelong understanding, learning, and development of themselves as integrated social, psychological, and physiological entities.** Courses certified for Lifelong Understanding and Self-Development must meet all the goals, objectives and requirements specified below as well as the criteria specified for all General Education (GE) courses.

### **The Outcomes of all lifelong learning E courses:**

- (1) Students shall be able to recognize Social/cultural, psychological, and physiological influences on individual well-being and the process of human development across the life span.
- (2) Students will possess knowledge of the processes that comprise successful lifelong learning and understanding.

- (3) Students will recognize the interdependence of the social/ cultural, psychological, and physiological factors which contribute to the process of human development and determine the limitations, potential and options of the individual across the life span.
- (4) Students will possess knowledge of how to access information resources supportive of the course content through a series of assignments meant to assist the student. Examples of such assignments include: internet research assignments, information/statistical interpretation and analysis, community resource searches, short critical thought write-ups, and a course research/critical thought paper.

**In addition**, students taking Soc 309 **must know how to explain the usefulness** of integrated multidisciplinary integrated perspectives and the various existing fields of knowledge related to aging, *aging issues*, and *aging concerns*.

Those of you who are taking this class as **requirement or elective for another major or program**...I assure you that learning an interdisciplinary perspective will enhance the understanding of your present major, and provide fundamental, insightful analysis into your own life and those around you.