

SPRING 2011
SYLLABUS FOR SOCIOLOGY 453 SEC 131 CRN 3030
ANALYSIS IN SOCIOLOGY OF AGING (ETH) (OC)

Professor Eldon L. Wegner
E-mail: wegner@hawaii.edu
Phone: 956-8455
Office: Saunders 243B
Hours: by appointment

Class: 5:30 - 9:40 pm
Wed. Jan 12 - Mar 16

PREREQUISITES:

SOC 300 or equivalent; SOC 353 or SOC 354 or equivalent recommended.

READING:

Harry R. Moody (2010). Aging: Concepts and Controversies. Sixth Edition.
Pine Forge Press: Thousand Oaks, CA. ISBN 978-1-4129-6966-6

Additional articles will be assigned and provided as useful.

COURSE PURPOSE:

The field of Sociology of Aging has major social policy as well as personal significance in contemporary life. This course will introduce sociological frameworks for understanding the personal as well as societal issues of aging. We will also examine ethical issues embedded in the ways aging is experienced, older persons are treated by others, and social policies are designed to address the challenges of an aging society. The course will focus on controversies in three broad areas: (1) issues of personal meaning in a life course perspective; (2) issues of health and eldercare; and (3) issues of social and economic equity. It is intended that this course provide personal learning which will enhance every student's life. The course will also provide a sociological foundation for students wishing to pursue further academic work leading to a career in planning and administration, in clinical services, or in research, in the field of social gerontology.

THE COURSE WORKLOAD

The evening session is a condensed schedule, which intensifies the workload. However, the course is designed to be manageable while still

assuring a valuable learning experience for every student. There will be no exams, but instead short written papers, which provide an active learning experience and enable students to demonstrate having knowledge of the course material. Emphasis will be given to the oral presentations, but there will also be a modest paper enabling the student to explore a topic of their own choosing and to use as one of their oral presentations.

FOCUS REQUIREMENTS:

Contemporary Ethical Issues. The course examines eleven controversies in the field of aging. These controversies either directly pose ethical choices or indirectly embed different value positions in the alternative positions on the controversy. The course will cover general principles of critical thinking and ethical deliberation as well as examine the specific ethical issues entailed in these controversies. Students will acquire skills in ethical reasoning through participating in debates on these controversies. In writing the required papers, students will be expected to identify and analyze the important ethical issues involved in the topics.

Oral Intensive Focus. Oral presentations by students will occur in most class sessions, and 40% of the grade will rest on these presentations. Students will make three presentations. Two presentations will be in the form of an in-class debate focused on the controversies which are the main focus of the course. A third presentation will be an oral presentation of the student's course project. Instruction will be given regarding general principles of good public speaking as well as specific modes of presentation appropriate to the two types of presentation, participating in a debate and presenting research or information to an audience, including the use of powerpoint technology. Student presentations will be rated by two other students as well as the instructor and feedback forms will be provided to the students.

CLASS SESSIONS:

Due to the condensed number of class periods, each session will be designed to cover more than one topic. A variety of formats will be included in each session in order to avoid monotony and to balance the presentation of material, student presentations, and opportunities for interaction and reflection in small group discussions.

COURSE ASSIGNMENTS:

Oral Presentations. Students will make three oral presentations as described above. Two will be in the form of a debate format and the final presentation will be a formal presentation of their course project.

Short Papers. Three short papers will focus on the reading and the in-class lectures and debates. These papers should be 3 - 4 pages in length, double spaced.

Course Project. A course paper will be required on a topic of the student's own choosing within the field of the Sociology of Aging and will be the basis for the final oral presentation. The paper may be based on interviews with older adults, library and internet research, a study of an agency serving the elderly or social groups of elderly, or an analysis of media portrayals of the elderly or media messages regarding elder issues. The paper should be about 10 pages, double spaced. An electronic version of the final draft of the paper must be submitted for the Department of Sociology learning assessment process.

Scholarly Integrity: Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms (University of Hawaii at Manoa, Student Conduct Code, Section H. Academic Dishonesty, Part 2, Page 6).

COURSE GRADES:

20%	Class Attendance
20%	Short paper assignments
40%	Oral presentations
20%	Final paper

Twenty percent of the grade will be based on attendance (After 1 absence, one letter grade reduction for every absence for any reason). Twenty percent will be based on three short paper assignments based on the readings. Forty percent will be based on ratings of oral presentations. All three oral presentations must be completed as scheduled in order to pass the course. Twenty percent of the grade will be based on the quality of the final paper of the student's project. No incomplete grades will be given. A hard copy and computer file of your course paper must be submitted.

If you feel you need reasonable accommodations because of the impact of a disability, please 1) contact the KOKUA Program, located in room 013 of the QLCSS or telephone 956-7511 or 956-7612; 2) speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

Assignments Due Dates

Reading paper 1	February 2
Reading paper 2	February 16
Reading paper 3	March 9
Term paper	March 16 (Both hard copy and computer file of the paper)

COURSE OUTLINE

INTRODUCTION

**Week 1 January 12 A. Personal and Public Policy Challenges of Aging:
Social Science and Ethics
B. A Life Course Perspective on Aging**

Moody, Prologue: America as an Aging Society, xxi-xxix.

Moody, Basic Concepts I. A Life Course Perspective on Aging, 1-26

PART 1 FINDING MEANING IN THE THE LIFE COURSE

**Week 2 January 19 A. Does Old Age Have Meaning?
B. Why Do Our Bodies Grow Old?**

Moody, Controversy 1. Does Old Age Have Meaning? 27-52.

Moody, Controversy 2. Why Do Our Bodies Grow Old? 53-92.

**Week 3 January 26 A. Does Intellectual Functioning Decline with Age?
B. Aging, Health Care and Society**

Moody, Controversy 3. Does Intellectual Functioning Decline with Age? 93-128.

Moody, Basic Concepts II: Aging, Health Care and Society, 129-162

PART II AGING, HEALTH CARE AND SOCIETY

**Week 4 February 2 A. Should We Ration Health Care for Older People?
B. Should Families Provide for Their Own?
(First Reading Paper Due)**

Moody, Controversy 4 Should We Ration Health Care for Older People? 163-194.

Moody, Controversy 5 Should Families Provide for Their Own? 195-228.

**Week 5 February 9 A. Should Older People Be Protected from Bad Choices
B. Should People Have the Choice to End Their Lives?**

Moody, Controversy 6 Should Older People Be Protected from Bad Choices? 229-256.

Moody, Controversy 7 Should People Have the Choice to End Their Lives? 257-286.

**Week 6 February 16 A. Hawaii Eldercare and Long-Term Care Policies
B. Basic Concepts III Social and Economic Outlook
for an Aging Society
(Second Reading Paper Due)**

Moody, Basic Concepts III Social and Economic Outlook for an Aging Society, 287-318.

PART III ISSUES AND PRINCIPLES OF SOCIAL AND ECONOMIC EQUITY

**Week 7 February 23 A. Should Age or Need Be the Basis for Entitlement?
B. What Is the Future for Social Security?**

Moody, Controversy 8 Should Age or Need Be the Basis for Entitlement? 319-356.

Moody, Controversy 9 What is the Future for Social Security? 357-390.

**Week 8 March 2 A. Is Retirement Obsolete?
B. Aging Boomers: Boom or Bust?**

Moody, Controversy 10 Is Retirement Obsolete? 391-428.

Moody, Controversy 11 Aging Boomers: Boom or Bust? 429-448.

**Week 9 March 9 Student Presentations
(Third Reading Paper due)**

**Week 10 March 16 Student Presentations
(Final draft of paper due)**

(Please turn in both a hard copy and an electronic copy (by attachment to email) of your paper. Thank you)