Sociology 353-001, CRN 86646  
Survey of Sociology of Aging  
Department of Sociology, University of Hawaii, Manoa  
Spring Term 2015

Professor: Dr. Amarjit (Jit) Singh  
Office: Saunders Hall  
Class schedule: T and Th (R) 10:30-11:45 p.m.  
Room: WEB 103  
E-mail: asinghi@mun.ca  
Office hours: to be arranged.

Course Description

This course focuses on the aging process in society by examining sociological perspectives and social science research related to this societal phenomenon. The course will describe, examine and analyze the following topics; (1) major theories of aging, (2) changing demographic trends and political economy issues facing aging societies, and (3) current issues in health and social service delivery for care of the elderly.

The course will also discuss topics such as the nature of family relationships, the experience of retirement and widowhood among the elderly, community involvement, and social and cultural change. It will provide opportunity for critical and reflective analysis of the material covered in the course in the context of globalization for the purpose of evaluating social policy and actions.

This course will be useful for people who plan to pursue higher education in areas related to the field of social gerontology, practitioners in this field and those who plan to work for agencies which provide services to the elderly.

Student Learning Objectives

At the end of the course, you will be able to:

- Read critically and conventionally professional conceptual and theoretical literature in the area of sociology of family, and sociology in general.

- Verbalize (to be able to articulate and participate in the on-going conversations on “family matters”, locally, nationally and globally) in reflective, critical and traditional modes in the context of individual presentations in small/large groups in interaction in the classroom.
• Recognize the value of sharing personal, family, and community wellbeing stories/experiences with your fellow students in this class in the context of small/large groups interaction in the classroom.

• Gain insight into the power of sharing personal and collective narratives and memories of growing up in multigenerational and multicultural family households in Hawaii in reflecting upon your/our social selves (Who am I? What do I do? Who are we? What do we do?) in the context of democratic structure of learning and teaching created in this class.

• Learn to research and review professional, common sense, and official/state literature and to practice writing a paper in the context of writing open-ended reflective and critical personal commentaries in the end of each class in this course.

• Learn to develop a structure of attitudes, beliefs, tastes, behaviors and practices required to create conditions for developing positive self-concepts, collaborative, cooperative, and caring social relations with your peers through setting reasonable cultural work expectations in this class and outside this class.

• Learn about and develop some enabling social and practical skills that hopefully will be of help to you in collaboratively solving tasks at hand in this class and also other tasks you may face in your daily life in various situations.

• Become familiar with the differences between the Pedagogical and Curriculum Learning and Teaching Objectives through participating in the Scheduled Daily Activities in this course.

Textbook


Course Requirements, Expectations, and Grading

All the above elements of student learning objectives and the organization teaching and learning process in this course are explained in detail the first week of the class. Students are encouraged to talk to the instructor individually to clarify any difficulties they might have in understanding the way learning and teaching, and grading processes are organized in this course. Once you as a student understand exactly what is expected, you will do very well in this course. As an instructor my goal is to expect high achievement from all of you in this course, and to create possibilities and opportunities for everyone to attain this desired outcome by using various pedagogical strategies. Chances are that we will achieve this goal, if all of us work together and expect and encourage everyone to achieve high in this course. We all are capable of doing well in this course, and we can do it!
1. **Group discussions** based on “common sense knowledge”* and “lay theories”* + daily reflections - 10%

2. **Group discussions** based on “professional”* knowledge and “official/state/government knowledge” ++ “individual presentation in one’s group”*- 20%

3. **Mini Lectures by the instructor.** Participation (questions and comments by Students in class) - 5%

4. **Notes on sixteen chapters** – 30**

5. **Term paper** ***— 25%

6. Final take home Exam **** - 10%

**Grading*****

* These concepts for the group discussions will be discussed and explained in the class.

** Notes on each chapter (total of sixteen chapters in the textbook) are explained below, and also discussed in the class:

Students should note that the evaluation in this course is a continuous process. In the end of the course, each student will have her/his “portfolio” for evaluation. For this reason you are required and expected to be present in the class to take part in many activities: (1) you are encouraged to actively participate in the class. Your participation (as peers) is more likely to contribute to your overall achievement in this course, and to the desired outcomes for the course. (2) As a part of this evaluation process, each student is required to submit notes on chapters read in that week. Please make duplicate copies of your notes, one hard copy for the instructor and another hard or electronic copy for you to keep for your own record. The chapter notes will consist of answering the following questions outlined below:

(A). After reading an assigned chapter on the scheduled date (see outline of daily activities), each students is required to (a) prepare a list of twenty concepts that she/he finds interesting in the chapter read, (b) select one concept he/she finds most interesting, (c) briefly describe the selected concept (one to three paragraphs), and (d) describe its significance to her/his (i) personal interaction and relationship, and (ii) professional interaction and development.

(B). What did you (each student separately) learn from your group discussions based on the “common sense knowledge” and “lay theory”? Write a few lines or a paragraph.

(C). What did you (each student separately) learn from group discussion based on “professional knowledge” and “official/state/government knowledge”? Write a few lines or a paragraph.

(D) How did individual presentations in a small group setting help you?
LATE ASSIGNMENTS WILL BE ACCEPTED, BUT LABELED AS LATE WITH NEGATIVE CONNOTATION.

*** Term paper. A good term paper is more likely to improve your chances of getting an ‘A’ in this class. We will discuss in the class what would be considered a “good” term paper in this course. The focus of the term paper will be role of the contemporary grandparents in Hawaii in the era of globalization. Everyone in this class is expected to write a good paper, and everyone in this class can write a good paper. Working together with your peers, and the instructor, you as a student can write a good paper. We can really do it! Let us, each of us, commit ourselves to this task! The instructor will discuss the general rubric for organizing and writing this paper with each student. Please make duplicate copies of your term paper, one hard copy for the instructor and another electric or hard copy for your own record. The deadline to submit the term paper is March 31.

**** Final Take-Home Exam.
The question or the topic for the take-home paper will be selected in the last three weeks of the class. THE FINAL TAKE-HOME EXAM MAY BE SUBMITTED EARLY, BUT MUST BE SUBMITTED NO LATER THAN THE DATE SET FOR THE EXAM IN THIS COURSE BY UH PERSONNEL.

***** Final Grading
The final marks and the final grades will be available only in the end of the term. However, in the middle of the term, students will be told if they are doing “good” work or not. A feedback that “you are doing good work” would mean that your work is equivalent to a “B” grade and you can get an “A”, if you improve your work. An “A” term paper is more likely to improve your chances of getting an overall grade “A”. Please keep this in mind. This is a very important condition in obtaining grade “A” in this course. It is your responsibility as a student to see the instructor to discuss how your work can be improved, and how you can write an “A” term paper in this course. The instructor, however, will frequently give general feedback, as a part of an ongoing feedback process to all students in the class as to how their work can be improved in order to achieve an “A” in this course. Each one of you (as a student) can improve your work in this class. You really can!

Other general information
I will be happy to work with you and the KOKUA program at UH. Please feel free to contact me privately, if you need any accommodation.

Plagiarism Material/ the UH-Manoa Student Conduct Code (1992), p. 6

"It is ultimately each student’s responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying ‘I forgot about that’ or ‘I made a mistake’ is not considered a valid excuse when it comes to plagiarism.”
Sociology 353-001, CRN 86646, Spring Term 2015
Professor: Dr. Amarjit (Jit) Singh
Office: Saunders Hall
Class schedule: T and Th (R) 10:30-11:45 a.m.
Room: WEB 103
E-mail: asingh@mun.ca
Office hours: to be arranged.

Schedule and Daily Class Activities based on assigned textbook by Jill Quadagno. (2012)
(Create 5e). Aging and the Life Course: an Introduction to Social Gerontology. McGraw Hill,
Create.)
/Instruction starts at U. H. January 12, and ends on May 15, 2015.

(In this Class Instruction start on January 13, and ends on May 5, 2015).

(This schedule may be tweaked to fit the climate of classroom teaching as we move forward each
week.)

Week 1

T Jan. 13 Class begins. Mini lecture: introduction to the course + the sociology of aging +
sociology + and social gerontology + course outline/ pedagogical objectives +
reflective teaching and learning + the social self + three forms of knowledge +
evaluation + grades/ grading + making sense + small group formation for
discussions + daily reflection.

Th. Jan. 15 Mini lecture: further clarifications + continuation of discussion of course activities
+ perspective on evaluation, grades and grading + discussion + formation of
groups + what do we bring in this class in terms of personal and collective
experience, knowledge, observations + students, teachers, organizations, clients,
the state and professions as social contexts + group formation + group discussion
+ collaborative and team work perspectives + combination of group and
individual presentations + daily reflection.

Week 2

T Jan. 20 Mini lecture: students as context + what do students bring to the classroom in
terms of the social self (occupational and educational aspirations and
expectations, family relationships and responsibilities, financial concerns,
working and going to the school at the same time) + perspectives on aging and
society + forms of knowledge (professional, commonsense and official) and
cultures of various stakeholders (organizations, clients, service providers, the
state, diverse cultural and interest groups, funding organizations.) + cultural
practices/cultural and professional workers + group discussion + daily reflection.
Th. Jan. 22  Mini lecture + cultural context of aging in Hawaii + personal and family experiences + observations from the field + what needs to be done + aging and ethnicity in Hawaii/ making sense of the larger global (macro) contexts (regional, state and national) + making sense of previous readings you have done in sociology and other courses + individual (micro) workplace and neighborhood experiences + observations from the field (personal experiences, visitations to institutions providing care for the elderly, media coverage of issues related to aging, society and care for elderly, etc.) + sharing personal, family and community wellbeing and health experiences + personal and collective narratives and memories + discussion on take home examination + old age and State of Hawaii welfare system + daily reflection.
Read Chapter 1 for next week.

Week 3

T Jan. 27  Mini lecture + Chapter 1: The Field of Social Gerontology: Defining the field + group discussion + individual presentations in one’s own group + observations from the field + daily reflection.

Th. Jan. 29  Mini lecture + chapter 1 continued + group discussion + observations from the field + individual presentations in one’s own group + notes due for chapter 1 + daily reflection.
Read Chapter 2 for next week.

Week 4

T Feb. 3  Mini lecture + chapter 2: Life Course Transitions + group discussion + individual presentations in one’s own group + daily reflection.

Th. Feb. 5  Mini lecture + chapter 2 continued + group discussion + observations from the field + individual presentations in one’s own group + notes due for chapter 2 + daily reflection.
Read Chapter 3 for next week.

Week 5

T Feb. 10  Mini lecture + chapter 3: Theories of Aging + group discussion + individual presentations + observations from the field + reflection.

Th. Feb. 12  Mini lecture + chapter 3 continued + group discussion + observations from the field + individual presentations in one’s own group + notes due for chapter 3 + daily reflection.
Read Chapter 4 for next week.

Week 6
T Feb. 17  Mini lecture + chapter 4: *Demography of Aging* + group discussion + individual presentations in one’s own group + observations from the field + daily reflection.

Th Feb. 19  Mini lecture + chapter 4 continued + group discussion + observations from the field + individual presentations in one’s own group + notes due for chapter 4 + daily reflection.
Read Chapter 5 for next week.

**Week 7**

T Feb. 24  Mini lecture + chapter 5: *Interdisciplinary Perspectives on Aging: Old Age and the Welfare State* + group discussion + observations from the field + individual presentations in one’s own group + daily reflection.

Th. Feb. 26  Mini lecture + chapter 5 continued + group discussion + observations from the field + individual presentations in one’s own group + notes due for chapter 5 + daily reflection.
Read Chapter 6 for next week.

**Week 8**

T March 3  Mini lecture + chapter 6: *Biological Perspectives on Aging* + group discussion + observations from the field + individual presentations in one’s own group + daily reflection.

Th. March 5  Mini lecture + chapter 6 continued + group discussion + observations from the field + individual presentations in one’s own group + notes due on chapter 6 + daily reflection.
Read Chapter 7 for next week.

**Week 9**

T March 10  Mini lecture + chapter 7: *Psychological Perspectives on Aging* + group discussion + observations from the field + individual presentations in one’s own group + daily reflection.

Th. March 12  Mini lecture + chapter 7 continued + group discussion + observations from the field + individual presentations in one’s own group + notes due on chapter 7 + daily reflection.
Read Chapter 8 and 9 for next week

**Week 10**
T Mar. 17  Mini lecture+ chapter 8: Social Aspects of Aging: Family Relationships and Social Support Systems and chapter 9: Living Arrangements + group discussion+ observations from the field + individual presentations in one’s own group + daily reflection.

Th. Mar. 19 Mini lecture+ chapters 8 and 9 continue + group discussion+ observations from the field + individual presentations in one’s own group + notes due on chapters 8 and 9 + daily reflection.
Read Chapters 10 and 11 for next week

**Week 11**

24-27 Spring Break (March 26 Presidents Day)

**Week 12**

T March 31  Mini lecture+ chapter 10: Work and Retirement + group discussion+ observations from the field + individual presentations in one’s own group + daily reflection+ notes due on chapter 10 + **TERM PAPER IS DUE.**

Th April 2  Mini lecture + chapter 11: Health and Health Care + group discussion + observations from the field + individual presentations in one’s own group + daily reflection + notes due on chapter 11.

Read chapter 12 and 13 for next week

**Week 13**

T April 7  Mini lecture+ Chapters 12: Caring for the Frail Elderly + group discussion + observations from the field + individual presentations in one’s own group + daily reflection+ notes due on Chapters 12.

Th April 9  Mini lecture + Chapter 13: Dying, Death, and Bereavement + discussion on take home exam + group discussion+ observations from the field + individual presentations in one’s own group + notes due on chapter 13 + daily reflection

Read chapter 14 for next week

**Week 14**

T April 14  Mini lecture+ Chapter 14: Economics of Aging + group discussion + observations from the field + individual presentations in one’s own group + daily reflection.
Th. April 16  Mini lecture + Chapter 14 cont: + group discussion + observations from the field + individual presentations in one’s own group + notes due on Ch. 14 + daily reflection
Read Chapter 15 for next week.

Week 15

T April 21  Mini lecture + chapter 15: Poverty and Inequality + group discussion + observations from the field + individual presentations in one’s own group + daily reflection.

Th. April 23  Mini lecture + Chapter 15 cont. + group discussion + observations from the field + individual presentations in one’s own group + notes due on chapter 15 + daily reflection.
Read Chapter 16 for next week.

Week 16

T April 28  Mini lecture + chapters 16 The Politics of Aging + group discussion + observations from the field + individual presentations in one’s own group + daily reflection.

Th April 30  Mini lecture + Chapter 16 cont. + group discussion + observations from the field + individual presentations in one’s own group + notes due on chapter 16 + daily reflection.

Week 17

T May 5  Mini lecture + group discussion + observations from the field + individual presentations in one’s own group + daily reflection + all notes are due.

Last day of the class + Mini lecture + making sense of readings + group discussion + voices, hope and transformations (social, cultural and personal) + wrap up + major insights + what do we want to say? How do we want to live our lives? How should society be organized? How should people act (use their agency) in the given institutional, societal and cultural constraints? What has yet not been imagined? + exiting words + Aloha and Mahalo.

NOTE: CHECK FOR THE DATE FOR THE FINAL TAKE-HOME EXAM.