

**SOC 2620 (The Sociology of Aging: 3.0 credit hours)
September-December 2012 (Fall Term)
Mon, Wed, Fri: 11:30-12:30
University College 235**

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Office Hours (307 Isbister): Mondays, 2:30-3:30 p.m. or by appointment

REQUIRED READINGS

*Available through a **course-specific online reserve site** (details to be provided). You are encouraged to access additional supplemental materials as needed to ensure your understanding of material presented in the in-class lectures.*

OVERVIEW AND OBJECTIVES

In this course we will examine sociological approaches to aging, with a focus on Canada. After participating, you will be able to think sociologically about aging and articulate linkages between individual aging experiences and broader political, economic, socio-cultural, demographic and historical contexts. You will have the opportunity to critically examine your own assumptions as we address common misconceptions about older adults and the aging process. After completing this course you will also be able to identify and discuss key social issues, policies and practices affecting the well-being of older persons and perpetuating age-based social inequalities. Throughout the course, we will address the intersection of age with gender, ethnicity and socio-economic status.

PREREQUISITE

[a grade of "C" or better in SOC 1200 (077.120) or the former SOC 1201 (077.120)] or [a grade of "C" or better in both SOC 1211 (077.121) and SOC 1221 (077.122)].

OUTLINE, DUE DATES AND READINGS

Sept 7: **Introductory Class** - Expectations for the Course

Sept 10, 12, 14: **Choices and constraints in aging: sociological contributions**

READ: Lynott, R.J., and Lynott, P.P. (1996). Tracing the course of theoretical development in the Sociology of Aging. *Gerontologist*, 36(6), 749-760.

Sept 17, 19, 21: **The status of older persons and intergenerational relations in historical, cultural and demographic contexts: Part 1**

READ: McDaniel, S.A. (1987). Demographic aging as a guiding paradigm in Canada's welfare state. *Canadian Public Policy*, 13(3), 330-336.

READ: Foner, A. (2000). Age integration or age conflict as society ages? *Gerontologist*, 40(3), 272-276.

Sept 24, 26, 28: **The status of older persons and intergenerational relations in historical, cultural and demographic contexts: Part 2**

READ: Calasanti, T. (2005). Ageism, gravity and gender: experiences of aging bodies. *Generations*, 29(3), 8-12.

READ: McMullin, J.A., and Marshall, V.W. (2001). Ageism, age relations and garment industry work in Montreal. *Gerontologist*, 41(1), 111-122.

Oct 1, 3, 5: **The Aging Body, Biomedicalization, and Life Extension**

WATCH: How to Live Forever

READ: Bond, J. (1992). The medicalization of dementia. *Journal of Aging Studies*, 6(4), 397-403.

READ: Moody, H.R. (2001). Who's afraid of life extension? *Generations*, 25(4), 33-37.

*No class October 8th (Stat holiday)

Oct 10, 12: **Health systems and care for older persons: Part 1 (Home care)**

READ: Grenier, A.M., and Guberman, N. (2009). Creating and sustaining disadvantage: the relevance of a social exclusion framework. *Health and Social Care in the Community*, 17(2), 116-124.

READ: Ceci, C., and Purkis, M.E. (2009). Bridging gaps in risk discourse: home care case management and client choices. *Sociology of Health and Illness*, 31(2), 201-214.

Oct 15, 17, 19: **Health systems and care for older persons: Part 2 (Institutional care)**

WATCH: Gert's Secret (60 min)

READ: Diamond, T. (1983). Nursing homes as trouble. *Journal of Contemporary Ethnography*, 12(3), 269-286. Also reprinted in Gubrium, J.F., and Holstein, J.A. (Eds.), (2000). *Aging and Everyday Life*. Blackwell Publishing, Malden, MA. Pp.401-412

READ: Dobbs, D., Eckert, J.K., Rubinstein, B., Keimig, L., and Clark, L. (2008). An ethnographic study of stigma and ageism in residential care or assisted living. *Gerontologist*, 48(4), 517-526.

Oct 22, 24, 26: **Socio-economic security of older persons in a changing world: retirement and pensions**

READ: Ibbott, P., Kerr, D., and Beaujot, R. (2006). Probing the future of mandatory retirement in Canada. *Canadian Journal on Aging*, 25(2), 161-178.

READ: Gazso, A. (2005). The poverty of unattached senior women and the Canadian retirement income system: a matter of blame or contradiction? *Journal of Sociology and Social Welfare*, 32(2), 41-62.

Oct 29, 31, Nov 2: **Social inclusion of older persons: evidence, opportunities and challenges**

READ: Rozanova, J., Keating, N., and Eales, J. (2012). Unequal social engagement for older adults: constraints on choice. *Canadian Journal on Aging*, 31(1), 25-36.

READ: Scharf, T., Phillipson, C., Kingston, P., and Smith, A. (2001). Social exclusion and older people: exploring the connections. *Education and Ageing*, 16(3), 303-320.

Nov 2nd: Mid-Term Exam (10%)

Nov 5, 7, 9: **The family lives of older persons: implications of change (Pt 1)**

READ: Karlsson, S., & Borell, K. (2002). Intimacy and autonomy, gender and ageing: living apart together. *Ageing International*, 27(4), 11-26.

READ: Bengtson, V.L. (2001). Beyond the nuclear family: the increasing importance of multigenerational bonds. *Journal of Marriage and Family*, 63(1), 1-16.

***No class Nov 12th (Stat holiday)

Nov 14, 16: WATCH: When the Day Comes

*Nov 14: Last date for voluntary withdrawal

Nov 19, 21, 23: **The family lives of older persons: implications of change (Pt 2)**

READ: Lan, P-C. (2002). Subcontracting filial piety: elder care in ethnic Chinese immigrant families in California. *Journal of Family Issues*, 23(7), 812-835.

READ: Baldassar, L. (2007). Transnational families and aged care: the mobility of care and the migrancy of ageing. *Journal of Ethnic and Migration Studies*, 33(2), 275-297.

Nov 26, 28, 30: **Globalization and aging**

READ: Chappell, N.L., & Penning, M.J. (2005). Family caregivers: increasing demands in the context of 21st-century globalization? In Johnson, M.L., et al. (Eds.), *The Cambridge Handbook of Age and Ageing*, Chapter 5.7.

READ: Estes, C.L., & Phillipson, C. (2002). The globalization of capital, the welfare state, and old age policy. *International Journal of Health Services*, 32(2), 279-297.

Dec 3, 5: **Loose Ends and Review**

ASSIGNMENTS and EXAMS

INDIVIDUAL PROJECT (30% of your mark) You have a choice of THREE possible project options: **a)** A sociological analysis of a local seniors service or organization (including site visit); **b)** A sociological analysis of a life history interview with an older person (which you will conduct); or **c)** A sociological analysis of a movie about aging or old age. Further details on each of the assignments will be provided during the first week of class. **DUE Monday, November 19th**

IN-CLASS QUIZZES on Assigned Readings (3% x 10 = 30% of your mark). On the **Monday class of each week**, you will complete a multiple choice/short answer **quiz** covering assigned readings for that week. The best 10 of 11 will count towards your mark (i.e., you could skip one if you prefer). Quizzes cannot be 'made up' with the exception of medical circumstances (requiring a note from a physician).

MID-TERM EXAMINATION (10%). All material covered in lectures, assigned readings, and class activities (including documentaries) up to the date will need to be reviewed for this exam. Format: short answer questions. **November 2nd**

FINAL EXAMINATION (3 hours) = 30%. Cumulative – i.e., addresses all material covered in lectures, assigned readings, and class activities (including documentaries). Format: both short and long-answer questions. **Date: to be announced**

ADDITIONAL INFORMATION

Grade Distribution: University of Manitoba Senate Policy #1307 requires a “post-examination review of final grades in multi-sectioned courses that will ensure an equitable correspondence between grades and level of performance in all sections.” Accordingly, the final grade distribution in this course may be raised or lowered to achieve this equity and, therefore, your final grade may be changed.

Grading Scheme: A+=90% and above; A=80-89%; B+=76-79%; B=70-75%; C+=66-69%; C=60-65%; D=50-59%; F=under 50%.

Statement of Consequences of Missed Tests: Missed tests cannot be taken at a later date, unless a valid note from your doctor is provided within 1 week of the scheduled test. Requests for other special consideration must be made well **in advance** and/or supported by appropriate documentation. If a make-up test is approved, you must attend at the scheduled time. Failure to complete a test will result in a mark of zero for that test.

Statement of Consequences of Late Assignments: Late assignments will not be accepted or graded. In exceptional circumstances an extension may be granted, provided you receive my permission **in advance**. Documentation (such as a doctor’s note in the case of injury or illness) may be required.

Campus and Disability Services: If you are experiencing difficulties with your studies or assignments, or have a disability or illness which may affect your course of study, you should discuss these issues with your instructor and/or one of the following Student Affairs offices as soon as possible: Disability Services; Student Counselling and Career Centre; University 1; Learning Assistance Centre.

Faith Holidays: I should be notified of your intended absence at least three weeks in advance, where special arrangements are needed to avoid jeopardizing your studies

Disruptions: Disruptions due to excessive talking or early departures are especially distracting in large classes. Be **considerate and respectful** of the needs and rights of your classmates. Persistent disruption may result in disbarment from the course. Any student with a legitimate reason for leaving class early should inform the instructor at the beginning of class.

Academic Integrity: Students should acquaint themselves with the University’s policies on “Personation at Examinations” and “Plagiarism and Cheating” found online under “Section 8” in “University Policies” at the University of Manitoba’s Academic Calendar and Catalog ([www.umanitoba.ca/calendar](http://umanitoba.ca/calendar)). Also see the “Academic Integrity and Student Conduct” tutorials at <http://umanitoba.ca/student/advocacy>. The Faculty of Arts reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.