



Soc 2620 (A01) The Sociology of Aging (3.0 credit hours)

**Monday, Wednesday and Friday, 10:30-11:20
308 Tier**

On Treaty One territory, Anishinaabe traditional territory and homeland of the Métis Nation
Office hours (307 Isbister) Fridays 11:30-12:30 (Appointments necessary)

Prerequisite: A grade of "C" or better in SOC 1200

Description and General Course Information

The formal calendar description for this course is “an analysis of social and socio-cultural aspects of aging and old age. An orientation to social gerontology and an overview of the situation of the elderly in Canada.” More precisely, we will explore and apply sociological approaches to age-related phenomena and processes, and to aging societies, with a focus on critical and interpretive approaches and an understanding of the impact of social change. Through course readings, lectures, assignments, and small and large group work, we will examine connections between individual aging experiences and political, economic, sociocultural, demographic and historical contexts. We will discuss the implications of sociological knowledge for promoting social inclusion of older adults, reducing age-based social inequalities and achieving social justice.

Through actively participating in this course, **you will be able to:**

- Identify a diverse range of approaches to the study of aging in Canadian society, including those stemming from positivist, constructionist/interpretive, and critical worldviews;
- Explicate linkages between individual aging experiences and changing political, economic, socio-cultural, demographic and historical contexts;
- Distinguish a sociological approach to aging from other disciplinary approaches;
- Apply sociological concepts and theories, as well as the concept of social justice, to examine age-related topics and issues;
- Critically assess your own and others’ assumptions about both older adults and population aging, drawing on research evidence;
- Draw on evidence to explain how systemic changes can improve the wellbeing and inclusion of older persons and reduce age-based social inequalities; and
- Demonstrate a nuanced understanding of how age intersects with gender, ethnicity and socio-economic status across the life course.

Required Readings and Course Structure

Funk, L. (2016). *Sociological Perspectives on Aging*. Don Mills, ON: Oxford University Press is available for purchase through the University Bookstore. *Additional required readings are indicated below* and available through UMLearn or Library ejournals (consult a librarian if you need help accessing these). You are encouraged to access other supplemental materials to confirm and extend your comprehension of material. The following table outlines the course structure, schedule and *required* readings:

Date	Module	Required Reading	Evaluation
Sept 4, 6	Thinking sociologically about aging	--	---
Sept 9,11,13	-Variations in the sociological study of aging -Apocalyptic demography and population aging	READ: Ch 1 and 177-182 in Ch 8 READ: Gee, E.M. (2002). Misconceptions and misapprehensions about population ageing. <i>International Journal of Epidemiology</i> , 31, 750-753.	Practice quiz - Sept9 (Gee)



Sept16, 18, 20	- Ageism and age relations -Age an organizing feature of societies -Generations	READ: Ch 2 READ: Foner, A. (2000). Age integration or age conflict as society ages? <i>The Gerontologist</i> , 40(3), 272-276.	Quiz1 - Sept16 (Foner)
Sept23, 25, 27	-Biomedicalization of aging and dementia -Anti-aging technologies and radical life extension	READ: Chapter 3 READ: Martinson, M., & Berridge, C. (2015). Successful aging and its discontents: A systematic review of the social gerontology literature. <i>The Gerontologist</i> , 55(1), 58-69.	Quiz2 - Sept23 (Martinson & Berridge)
Sept30, Oct2, Oct 4	From social participation to social inclusion	READ: Chapter 6 READ: Sawchuk, D. (2009). The Raging Grannies: Defying stereotypes and embracing aging through activism. <i>Journal of Women and Aging</i> , 21(3), 171-185.	Quiz3 - Sept30 (Sawchuk)
Oct7, Oct9	Social change and the family lives of older adults	READ: Ch 7 (first part) READ: Bengtson, V.L. (2001). The increasing importance of multigenerational bonds. <i>Journal of Marriage and Family</i> , 63, 1-16.	Quiz4 - Oct7 (Bengston)
Oct11			Mid-term exam in class
<i>No class October 14 (Thanksgiving Day)</i>			
Oct 16, 18	Systems of care for older adults	READ: Federici, S. (2014). Notes on elder care work and the limits of Marxism. In Roth, K.H., & Linden, M.V.D. (Eds), <i>Beyond Marx</i> (pp.239-250).	Quiz5 - Oct16 (Federici)
Oct 21, 23, 25	Home care and 'aging in place'	READ: Chapter 4 READ: Purkis, M.E., Ceci, C., & Bjornsdottir, K. (2008). Patching up the holes: Analyzing the work of home care. <i>Canadian Journal of Public Health</i> , 99(Suppl.2), S27-S32.	Quiz6 - Oct21 (Purkis et al) MTs Returned
Oct 28, 30, Nov1	Care in "total" institutions - long-term residential care	READ: Armstrong, P. (2018). Balancing the tension in long-term residential care. <i>Ageing International</i> , 43, 74-90.	Quiz7 - Oct28 (Armstrong)
Nov 4, 6, 8	Family care work	READ: Ch7 (second part) READ: Chappell, N.L., & Penning, M.J. (2005). Family caregivers: increasing demands in the context of 21 st -century globalization? In Johnson, M.L., et al. (Eds), <i>The Cambridge Handbook of Age and Ageing</i> , Chapter 5.7.	Quiz8 - Nov4 (Chappell & Penning)
<i>No class Nov11-15 (READING WEEK)</i>			
Nov 18 (VW date), 20, 22	Socio-economic security, Cumulative inequality and precarity	READ: Ch 5 READ: Grenier, A., Phillipson, C., Laliberte Rudman, D., Hatzifilalithis, S.,	Quiz9 - Nov18 (Grenier et al.)



		Kobayashi, K., and Marier, P. (2017). Precarity in late life: understanding new forms of risk and insecurity. <i>Journal of Aging Studies</i> , 43, 9-14.	
Nov25,27,29	Globalization, human rights, and citizenship	READ: Ch 8 READ: Bartlett, R., & O'Connor, D. (2007). From personhood to citizenship: Broadening the lens for dementia practice and research. <i>Journal of Aging Studies</i> , 21(2), 107-118.	Quiz10 -Nov25 (Bartlett & O'Connor)
Dec2, 4, 6	Decolonizing gerontology Review	READ: (pp.173-176 in) Grande, S. (2018). Aging, precarity and the struggle for Indigenous elsewhere. <i>International Journal of Qualitative Studies in Education</i> , 31(3), 168-176.	Quiz11 -Dec2 (Grande)

Evaluation

Weekly Quizzes (50%). Starting on **Sept 9**, each week you will complete a quiz assessing your comprehension of the assigned **journal article** (not chapter) reading for that week. Each summary will be out of 5 marks. NO make-up quizzes, NO exceptions. The best 10/11 will be counted towards your mark.

Mid-term Examination (15%). All material covered in lectures, text and journal article readings, and class activities up to the date will be relevant for this exam. Format: choice of 3 out of 5 long answer questions (e.g., 6-8 sentences). 5 marks per question. **IN-CLASS: October 11th**

In-Class Participation (10%). Based on Dr. Funk's observation of the level and quality of your contributions to and participation in in-class activities, including but not limited to large-group discussions.

Final Examination (3 hours, 25%). Cumulative – i.e., addresses all material covered in lectures, assigned readings, and class activities/speakers. Format: short and long-answer questions. **Date: to be scheduled by the Registrar (between Dec 9-20).**

Grading Scheme: A+=95% and above; A=85-94%; B+=80-84%; B=75-79%; C+=66-74%; C=60-65%; D=50-59%; F=under 50%.

Student Conduct and Expectations

Missed Quizzes or Tests: Missed weekly quizzes can NOT be made up at a later date, with no exceptions (the best 10/11 count towards your mark). A missed midterm exam cannot be taken at a later date unless a valid doctor's note is provided within 1 week. Requests for other special consideration must be made well **in advance** and/or supported by appropriate documentation. Make-up midterms are a *different* exam.

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

Disruptions: Disruptions due to excessive talking or early departures are distracting. Be considerate and respectful of the needs and rights of your classmates and instructor. 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 Dishonesty: Acquaint yourself with the University policies on plagiarism and cheating (Section 8.1), exam personation (Section 5.2.9) and duplicate submission, at the Arts Student Resources web site.¹ For instance, *the minimum penalty for academic dishonesty in a test or final examination is F for the test/exam and an F-DISC (discipline) for you in the course, plus a suspension from the Faculty of Arts for one year. The F grade and disciplinary notation appears on your transcript. Penalty for repeat violations may include your suspension from the Faculty of Arts for up to 5 years.* Ignorance of these regulations/policies is not a valid excuse for violating them.

Copyrighted Material: Dr. Funk and the University of Manitoba hold copyright over course materials, presentations and lectures that form part of this course. No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, without Dr. Funk's permission. The content I use is appropriately acknowledged and copied in accordance with copyright laws and University guidelines. Copyrighted works, including course materials created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed.

Classroom Use of Technology: You can use technology in class only for educational purposes approved by myself and Disability Services. Avoid direct electronic messaging/posting activities, social networking online, etc., during class time - these are disruptive and you may be required to leave class. Some research has found that students who take notes using computers learn less and do more poorly in their classes.

Class Communication: As University policy², you must activate an official University email account and use this for all communication to myself.

Unclaimed term work disposal: Any term work that you have not claimed will be held for four (4) months from the end of the final exam period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

Student Services

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, discuss these issues with myself and/or one of the following offices as soon as possible: Disability Services; Student Counselling and Career Centre; University 1; Learning Assistance Centre; English Language Centre.

Student Accessibility Services (SAS): provides support and advocacy for students with disabilities of all kinds as well as students with temporary disabilities (e.g. sprains and breaks services. 474-6213 (voice) or 474-9690 (TTY).

Writing and Learning Support: Through the Academic Learning Centre, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. You can also schedule an appointment to meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process. 204-480-1481 or by visit 201 Tier Building.

Student Counselling Centre: Contact them if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. 474 University Centre or S207 Medical Services 204-474-8592. SCC offers crisis services as well as individual, couple, and group counselling. **For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.**

¹ http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html

² http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html