

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

Monday, Wednesday and Friday, 9:30-10:20  
308 TIER

**Instructor:** Dr. Laura Funk: [Laura.Funk@umanitoba.ca](mailto:Laura.Funk@umanitoba.ca)

**Office hours** (307 Isbister) Fridays 2:30-3:30 (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 specifically, in this course we will explore and apply *sociological* approaches to the study of age-related phenomena and processes, and aging societies, with a focus on Canada. Through course readings, lectures, assignments, and both small and large group activities, we will examine the connections between individual aging experiences and political, economic, sociocultural, demographic and historical contexts (including globalization). We will also discuss the implications of sociological knowledge for promoting social inclusion of older adults and reduce age-based social inequalities.

### Learning Outcomes

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, and critical worldviews;
- Explicate linkages between individual aging experiences and broader political, economic, socio-cultural, demographic and historical contexts (including globalization);
- Distinguish a sociological approach to aging from other disciplinary approaches;
- Apply sociological concepts and theories 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.

### 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 University Library ejournals (consult a

librarian if you need help accessing these). You are encouraged to access additional supplemental materials as needed to confirm and extend your comprehension of material. The following table outlines the course structure, schedule and required readings:

Date	Module	Required Reading	Evaluation
Jan7, 9, 11	<b>Thinking Sociologically about Aging</b>	<b>READ:</b> Ch 1 AND 'agency' (177-182) in Ch 8.	---
Jan14,16,18	<b>Population Aging and Life-Extended Societies</b>	<b>READ:</b> Ch 2 to "conceptualizing ageism" and Ch 2 pp.67-70 <b>READ:</b> Gee, E.M. (2002). Misconceptions and misapprehensions about population ageing. <i>International Journal of Epidemiology</i> , 31, 750-753.	<b>Quiz1 - Gee (Jan14)</b>
Jan21,23,25	<b>From Ageism to Age Relations</b>	<b>READ:</b> Ch 2 pp.36-46 <b>READ:</b> Calasanti, T. (2005). Ageism, gravity and gender: Experiences of aging bodies. <i>Generations</i> , 3, 8-12	<b>Quiz2 - Calasanti (Jan21)</b>
Jan28,30 Feb1	<b>Biomedicalization and Aging</b>	<b>READ:</b> Ch 3 to p.67 <b>READ:</b> Estes, C.,L., & Binney, E.A. (1989). The biomedicalization of aging: dangers and dilemmas. <i>The Gerontologist</i> , 29(5), 587-596.	<b>Quiz3 - Estes &amp; Binney (Jan28)</b>
Feb 4, 6...	<b>Generations</b>	<b>READ:</b> Ch 2 pp.46-68 <b>READ:</b> Foner, A. (2000). Age integration or age conflict as society ages? <i>The Gerontologist</i> , 40(3), 272-276.	<b>Quiz4 - Foner (Feb4)</b>
Feb 8..11,13	<b>Aging in Place</b>	<b>READ:</b> Ch 4 pp.78-87 <b>READ:</b> Grenier, A.M., & Guberman, N. (2009). Creating and sustaining disadvantage: the relevance of a social exclusion framework. <i>Health and Social Care in the Community</i> , 17(2), 116-124.	<b>Quiz5 - Grenier &amp; Guberman (Feb11)</b>
Feb15			<b>Mid-term exam in class</b>
<u>Winter break Feb 18-22</u>			
Feb25,27, Mar1	<b>Care in "Total" Institutions Long-Term Residential care</b>	<b>READ:</b> Ch 4 pp.87-96 <b>READ:</b> Armstrong, P. (2018). Balancing the tension in long-term residential care. <i>Ageing International</i> , 43(1), 74-90.	<b>Quiz6 - Armstrong (Feb25)</b>
Mar4,6,8	<b>Family Relationships and Responsibilities</b>	<b>READ:</b> Ch 7 <b>READ:</b> Bengtson, V.L. (2001). The increasing importance of multigenerational bonds. <i>Journal of Marriage and Family</i> , 63, 1-16.	<b>Quiz7 - Bengtson (Mar4) (MTs Returned)</b>
Mar11,13,15	<b>Family Care Work</b>	<b>READ:</b> Chappell, N.L., & Penning, M.J. (2005). Family caregivers: increasing demands in the context of 21 <sup>st</sup> -century globalization? In Johnson, M.L., et al. (Eds.),	<b>Quiz8 - Chappell &amp; Penning (Mar11)</b>

		<i>The Cambridge Handbook of Age and Ageing</i> , Chapter 5.7.	
Mar18, 20 (VW date), 22	<b>From Social Participation to Social Inclusion</b>	<b>READ:</b> Chapter 6 <b>READ:</b> Martinson, M., & Minkler, M. (2006). Civic engagement and older adults: A critical perspective. <i>The Gerontologist</i> , 46(3), 318-324.	<b>Quiz9 – Martinson &amp; Minkler (Mar18)</b>
Mar25,27,29	<b>Socio-Economic Security</b>	<b>READ:</b> Chapter 5 <b>READ:</b> Gaszo, A. (2005). The poverty of unattached senior women and the Canadian retirement income system: a matter of blame or contradiction? <i>The Journal of Sociology and Social Welfare</i> , 32(2), Art.4	<b>Quiz10 – Gaszo (Mar25)</b>
Apr1,3,5	<b>Globalization and Human Rights</b>	<b>READ:</b> Ch 8 pp.171-177 <b>READ:</b> Mégret, F. (2011). The human rights of older persons: a growing challenge. <i>Human Rights Law Review</i> , 11(1), 37-66.	<b>Quiz11 - Mégret (Apr1)</b>
April 8	Review activity		

## Evaluation

**Weekly Quizzes (50%).** Starting on **Jan14**, 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: February 15<sup>th</sup>**

**In-Class Participation (10%).** Based on Dr. Funk's observation of the level and quality of your contributions to discussions, participation in class activities, and respectful listening.

**Final Examination (3 hours, 25%).** Cumulative – i.e., addresses all material covered in lectures, assigned text and journal article readings, and class activities/speakers. Format: short and long-answer questions. **Date: to be scheduled by the Registrar (between Apr 11 - 26).**

**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%.

### Student Conduct and Expectations

**Missed Tests:** 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. Failure to complete the midterm will result in a mark of zero for that test. Missed weekly quizzes cannot be made up at a later date (the best 10/11 count towards your mark).

**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 distracting. 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 Dishonesty:** Acquaint yourself with the University's policy on plagiarism, cheating, exam personation, ("Personation at Examinations" (Section 5.2.9) and "Plagiarism and cheating" (Section 8.1)), and duplicate submission, at the Arts Student Resources web site.<sup>1</sup> Ignorance of regulations/policies on academic integrity is not a valid excuse for violating them. *The minimum penalty for academic dishonesty in a test or final examination is F for the test/examination and an F-DISC (discipline) in the course plus a suspension from the Faculty of Arts for a period of one year. The F grade and disciplinary notation appears on the student's transcript. For repeat violations, the penalty may include suspension from the Faculty of Arts for a period of up to 5 years.*

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

**Class Communication:** As University policy<sup>2</sup>, students must activate an official University email account and use this for all communication to myself.

**Unclaimed term work disposal:** Any term work that has not been claimed by students 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 your instructor 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<sup>3</sup>, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. You can also schedule and 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.

**University of Manitoba Libraries:** Gary Strike, Librarian for Sociology, can answer questions about managing citations, locating appropriate resources, and so on: [gary.strike@umanitoba.ca](mailto:gary.strike@umanitoba.ca) or 204-474-7086. General library assistance is also available in person at 19 University Libraries, including Dafoe. Students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage.

**Student Counselling Centre<sup>4</sup>:** 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

<sup>1</sup> [http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html)

<sup>2</sup> [http://umanitoba.ca/admin/governance/governing\\_documents/community/electronic\\_communication\\_with\\_students\\_policy.html](http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html)

<sup>3</sup> <http://umanitoba.ca/student/academiclearning/>

<sup>4</sup> <http://umanitoba.ca/student/counselling/index.html>

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.**