

**SOC 348.01J**

**SOCIAL GERONTOLOGY**

**FALL, 2005**

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**COURSE OUTLINE:**

<b>SEPT. 1</b>	<b>THUR.</b>	<b>OUTLINE OF THE COURSE</b>
<b>6</b>	<b>TUES.</b>	<b>THE DEMOGRAPHICS OF AGING</b>
<b>8</b>	<b>THUR.</b>	<b>CRYSTAL McLAUGHLIN:TPSL/DEMOGRAPHICS</b>
<b>13</b>	<b>TUES.</b>	<b>THE DEMOGRAPHICS OF AGING</b>
<b>15</b>	<b>THUR.</b>	<b>CRYSTAL McLAUGHLIN:TPSL PLACEMENTS/ THE SOCIOLOGICAL CONSEQUENCES OF AGING</b>
<b>20</b>	<b>TUES.</b>	<b>SOCIOLOGICAL THEORIES OF AGING</b>
<b>22</b>	<b>THUR.</b>	<b>SOCIOLOGICAL THEOTIES OF AGING</b>
<b>27</b>	<b>TUES.</b>	<b>QUIZ #1</b>
<b>29</b>	<b>THUR.</b>	<b>THE PSYCHOLOGY OF AGING</b>
<b>OCT. 4</b>	<b>TUES.</b>	<b>ALZHEIMER'S DISEASE</b>
<b>6</b>	<b>THUR.</b>	<b>TPSL DISCUSSION DAY</b>
<b>11</b>	<b>TUES.</b>	<b>FALL BREAK</b>
<b>13</b>	<b>THUR.</b>	<b>THE AGED AS A VOTING BLOCK</b>
<b>18</b>	<b>TUES.</b>	<b>SEXUALITY AND AGING</b>
<b>20</b>	<b>THUR.</b>	<b>THE BIOLOGY OF AGING</b>
<b>25</b>	<b>TUES.</b>	<b>VIDEO – "THE BIOLOGY OF AGING"</b>
<b>27</b>	<b>THUR.</b>	<b>QUIZ #2</b>
<b>NOV. 1</b>	<b>TUES.</b>	<b>THE VICTIMIZATION OF THE AGED</b>
<b>3</b>	<b>THUR.</b>	<b>TPSL DISCUSSION DAY</b>
<b>8</b>	<b>TUES.</b>	<b>THE AMERICAN MASS MEDIA AND AGING</b>
<b>10</b>	<b>THUR.</b>	<b>WORK AND RETIREMENT</b>
<b>15</b>	<b>TUES.</b>	<b>POLITICAL ASPECTS OF AGING</b>
<b>17</b>	<b>THUR.</b>	<b>VIDEO – "WHAT ABOUT MOM AND DAD?"</b>

22 TUES.	QUIZ #3
24 THUR.	THANKSGIVING BREAK
29 TUES.	HISTORICAL CHANGES IN ATTITUDES TOWARDS DEATH
DEC. 1 THUR.	THE INEVITABLE DECISIONS OF DEATH
6 TUES.	MODERNIZATION AND DEATH
8 THUR	VIDEO- "AGING & DYING IN THREE CULTURES
13 TUES	QUIZ #4

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INSTRUCTOR: DR. MICHAEL McQUAIDE  
OFFICE: 306 SENEY HALL  
OFFICE HOURS: MWF 2:30-4:00  
TTH 2:30-4:00  
IT IS BEST TO MAKE AN APPOINTMENT  
OFFICE PHONE: 48321  
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**READING ASSIGNMENTS:**

WEEK 1:	ATCHLEY 1 (10th EDIT)
WEEK 2:	2,3
WEEK 3:	7
WEEK 4:	16
WEEK 5:	5
WEEK 6:	6
WEEK 7:	4
WEEK 8:	8
WEEK 9:	13
WEEK 10:	9
WEEK 11:	15
WEEK 12:	10
WEEK 13:	17, 18
WEEK 14:	11,12, M2, M3, INTRO TO MARSHALL
WEEK 15:	M4, M6, 168-177, 190-195

**GRADING POLICY:**

Four tests each count 25 points for a total of 100 points. A maximum of five extra-credit points can be earned for in-class participation.

Tests will be entirely essay and are designed to measure the student's understanding of the issues and concepts contained in the class lectures and the assigned readings. It will be to your advantage to do the assigned readings in advance of the day on which we will discuss the material in class.

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This course in social gerontology is designed for the first-time student of aging and assumes no prior knowledge of the issues surrounding human aging. We will examine both the population of aging individuals and the process of aging from a variety of social scientific perspectives. The course will consist of a lecture/discussion format. Your verbal input is welcome during class.

\*\*\*\*\*PURPOSE:

Soc 348 will provide each student with an opportunity to increase their understanding of:

- demographic and historical processes creating a significant increase in the number of older adults
- the effects of modernization on the status of the aging population
- the various sociological theories utilized to explain the relationship between aging individuals and society
- the explanatory power of cohort analysis
- the psychological, biological, economic, and political aspects of aging
- the issues surrounding retirement
- the mass media's portrayal of the aged
- publically funded programs to address the problems of the aged
- various issues surrounding death and dying

AND

Demonstrate skill in written communication

Demonstrate skill in oral communication

### EXPECTED RESULTS:

Prior to the completion of the course, each student will have an opportunity to demonstrate their comprehension of the concepts and competence in the skills stated above.

### **ASSESSMENT PROCEDURES:**

Each student will complete four written essay examinations covering material contained in the required textbooks and in-class lectures and discussions. Each student's exam will be judged by standards of logical analysis, accurately organized material, and correct use of the written language.

Each student, as part of their participation in the course, will be expected to contribute verbally to the in-class discussions. Students are encouraged and expected to become verbally as well as intellectually involved in the various topics under discussion. This expectation is made explicit.

After the course is completed, each student will complete a standardized course evaluation form. This is done anonymously and the comments are examined by the course instructor. The feedback will be incorporated into subsequent decisions concerning the content and form of the course.

Each essay from each exam is carefully read and graded and constructive comments are written concerning each answer. Reference to the text and lectures are made to encourage precise reading and note-taking. Each exam is discussed and correct answers are discussed in class. Individual appointments are available to students in order to discuss the strengths and weaknesses of each answered essay question.

The exams will consist of several essays to be answered during the class period. The final exam will be scheduled later in the semester. The last section of the course deals with issues of death and dying and will require you to read articles on reserve in the Oxford College library.

### **HONOR CODE**

**ALL ASPECTS OF THIS COURSE ARE GOVERNED BY THE OXFORD COLLEGE HONOR CODE AS IT IS ARTICULATED ON PAGES 97-100 OF THE 2004-2005 CATALOG.**