

Gerontology: Multidisciplinary Perspectives

**Fall, 2003
H524**

Instructor:

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Textbooks:

1. Hooyman, N.R. & Kiyak, H.A. (2001). Social Gerontology: A Multidisciplinary Perspective. (6th Edition). Allyn and Bacon, Inc.
2. Cox, H. (Ed.). (2003). Annual Editions: Aging 04/05. Guilford, CT: Dushkin
3. Subscribe to SeniorNet: <http://www.seniornet.org/php/> or to Third Age: <http://www.thirdage.com/index.html>
4. Acquire an E-Pal. This can be any person over the age of 65 who is willing to exchange 4-5 emails/phone calls/visits with you this semester. You will be asking your E-Pal questions about what it's like in "The Country of the Old." Your E-Pal can be your grandma, or it can be someone you've never met IRL, but posts comments online and is willing to write with you this semester. Your E-Pal is like a textbook, an additional source of rich information about what aging is.

Course Description:

This course is an overview of the areas involved in the study of aging. We will consider the major theoretical approaches and current research in aging in the following areas: biology and health, psychology, sociology, and social policy.

Course Objectives:

At the end of this course, you should be able:

- To understand the basic terms and concepts in multidisciplinary gerontology
- To explain the inter-relatedness of biological, psychological, and social aspects of aging
- To identify and understand societal and individual consequences of demographic changes in an aging society
- To explain major theories of aging
- To understand research methods used by gerontologists
- To understand and be able to discuss public policies related to aging
- To access and use library and electronic data sources on aging
- To relate knowledge of aging processes to real life experiences
- To translate research on aging to implications for practice with older adults

Course Requirements:

This is a MWS course.

Monday: Log on, check to see what assignments are due, begin reading

Wednesday: Most weeks you need to enter the discussions by Wednesday so that other students can respond to you. Continue work on assignments and reading.

Sunday: All assignments and quizzes are due by midnight on Sunday. Usually you will be participating in online discussions during the week, and your final comments are due by Sunday, midnight.

Other days: Of course you will be reading and working on assignments the other days, and you can log in and complete or post assignments anytime.

1. Weekly Quiz

Each week there is a quiz in Oncourse. Your grade on the quiz will go directly to the gradebook. You will have an hour to take each 10-item quiz, and you may only take it once. Each quiz is worth a maximum of 10 points.

15 quizzes @ 10 pts each=150 points

2. Weekly assignments.

Each week there will be one or two short assignments. Some will be done in class, and others you will complete on your own. Most will be posted in Oncourse, so that you may see other students' papers, and access the resources we develop in this course for several years. These assignments will be listed in detail under "Schedule" in Oncourse. They are summarized in the chart below. The maximum score on each assignment is 50 pts.

15 weekly assignments@ 50 pts each=750 points

3. One 2-5 page paper.

This paper is an opportunity for you to reflect on and integrate the material you have learned this semester. You will receive a set of questions to answer in this paper, and the paper will be due on December 14.

One paper @ 100 pts.=100 points

4. **Graduate Paper.** As graduate students you will have an opportunity to explore the literature on a topic related to this class that interests you. This paper should be a synthesis, critique, and discussion of assigned readings and any additional readings that you choose that are relevant to your topics. It should be a minimum of 10 pages plus references. Follow APA 5th edition for your manuscript style. An outline of your proposed paper is due by September 28. Meet with the instructor in person or by phone by October 31 to discuss your paper. Your paper is due by December 14.

Graduate Paper=500 points

Total possible points=1500 points.

Summary of Course Requirements	
Weekly Quizzes, 15 @ 10 pts	150
Weekly Assignments, 15@ 50 pts	750
One Paper @ 100 pts	100
Graduate Paper	500
Total Possible Points	1500

Grading Criteria: Class Projects and Paper

1. **Accuracy.** Precise, detailed, accurate, complete and demonstrating mastery of important knowledge and concepts, where appropriate.
2. **Comprehensiveness and Balance.** Cover the essential information as fully and fairly as possible.
3. **Clarity and correctness.** You must write clearly and correctly. Inaccuracies in spelling, capitalization, punctuation, referencing or syntax should be minimal.
4. **Thoughtfulness and creativity.** Your writing should reflect a personal integration, analysis and synthesis of the material.
5. **Critical Thinking:** As graduate students you are to begin to critically analyze information that you read and hear. Your writing should exhibit this skill. Be sure to use citations from reputable sources to back up your thoughts.
6. **Timeliness.** The assignments are submitted by the deadline. 10 points will be deducted each day that a weekly assignment or final paper is turned in late; 5 points per day for quizzes.

Your grade for H524 will be based on the points you achieve, according to the following distribution:

Point Scale:

A+ 1455-1500	C 1110-1154
A 1410-1454	C- 900-1109
A- 1350-1409	D+ 855-899
B+ 1305-1349	D 810-854
B 1260-1304	D- 750-809
B- 1200-1259	F 749 and below
C+ 1155-1199	

Books to Choose from for Graduate Literature Critique

These books are suggested to give you a look at healthy aging. If you would like to read a different book please have it approved by the instructor *BEFORE* reading it and completing the assignment to assure that it is appropriate for this assignment.

Non-Fiction

Healthy Aging... : Inspirational Letters from Americans (1997)

by [Carolyn E. Worthington](#) (Editor), [Thomas J. Dryden](#) (Editor), [David Chauner](#) (Editor)

Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development (2002) by [George E. Vaillant](#)

Aging Well: Exploring the Land of Our Later Years (1998) by [Helen Hills](#), [Marcia Gagliardi](#)

Aging With Grace: What the Nun Study Teaches Us About Leading Longer, Healthier, and More Meaningful Lives (2002) by [David Snowdon](#)

Create A Life That Tickles Your Soul: Finding Peace, Passion, & Purpose (2000) by [Suzanne Willis Zoglio](#)

What Do You Want to Do When You Grow Up: Starting the Next Chapter of Your Life (2001) by [Dorothy Cantor](#), [Andrea Thompson](#)

The Last Gift of Time: Life Beyond Sixty (1998) by [Carolyn G. Heilbrun](#)

The Virtues of Aging (1998) by [Jimmy Carter](#)

Life Is so Good (2001) by [George Dawson](#) [Richard Glaubman](#)

Another Country: Navigating the Emotional Terrain of Our Elders (2000) by [Mary Bray Pipher](#)

What's Worth Knowing (1999) by [Wendy Lustbader](#)

Age Power: How the 21st Century Will Be Ruled by the New Old (2000) by [Ken Dychtwald](#)

Piano Lessons: Music, Love and True Adventures (1997) by [Noah Adams](#)

Successful Aging (1999) by John Wallis Rowe Robert Louis Kahn

The Girls with the Grandmother Faces: A Celebration of Life's Potential for Those over 55 (1997) by [Frances Weaver](#)

Holy Fire (1997) by [Bruce Sterling](#)

Dave Barry Turns 50 by Dave Barry

Fiction

Barker, Pat. Regeneration. London: Viking, 1991.

Beauvoir, Simone de. The Woman Destroyed. New York: Pantheon Books, 1987.

Ernaux, Annie. A Woman's Story. New York: Four Walls Eight Windows, 1991.

Ernaux, Annie. A Man's Place. New York: Four Walls Eight Windows, 1992.

Gardner, Herb. I'm Not Rappaport. New York: Grove Press, 1988.

Inoue, Yasushi. Chronicle of My Mother. New York: Kodansha International, 1982.

Johnson, B.S. House Mother Normal : A Geriatric Comedy. London: Collins, 1971.

Myerhoff, Barbara G. Number Our Days. New York, NY: Simon & Schuster, 1980.

Pym, Barbara. Quartet in Autumn. New York: Harper & Row, 1980.

Roth, Philip. Patrimony : A True Story. New York: Vintage Books, 1996.

Rule, Jane. Memory Board. Tallahassee, FL: Naiad Press, 1989.

Scott-Maxwell, Florida Pier. The Measure of My Days. New York: Penguin Books, 1979.

- Sheehan, Susan. Kate Quinton's Days. Boston: Houghton Mifflin, 1984.
- Sparks, Nicholas. The Notebook. New York: Warner Vision Books, 1998.
- Stegner, Wallace Earle. Angle of Repose. New York, NY: Penguin Books, 1992.
- Stegner, Wallace Earle. Crossing to Safety. New York: Modern Library, 2002.
- Stegner, Wallace Earle. The Spectator Bird. Garden City, NY: Doubleday, 1976.
- Tyler, Anne. Breathing Lessons. New York: Knopf, 1988.
- Wallis, Velma. Two Old Women : An Alaska Legend of Betrayal, Courage, and Survival. New York, NY: HarperPerennial, 1994.
- Welty, Eudora. The Optimist's Daughter. New York: Random House, 1972.
- Welty, Eudora. A Worn Path (short story). New York: Harcourt, 1970.

Course Schedule, Fall 2003
Multidisciplinary Perspectives in Gerontology
H324/H524

Remember to log in AT LEAST every Monday, Wednesday, and Sunday

Module 1, "Aging 101"			
Date	Topic	Reading	Weekly Assignments
Week 1 9/1	Introduction Demographics and Aging Research Methods for Studying Aging	H&K, Ch. 1 AE, "Great Expectations" Unit 1, Module 1	1. Participate in Oncourse discussions by Wednesday and Sunday. 30 pts. 2. Treasure Hunt in Oncourse 10 pts. 3. Play Jeopardy in Unit 1, mail the instructor your score using Oncourse 10 pts. 4. Quiz 1
Week 2 9/8	Normal Physical Changes with Age	H&K, Ch. 3 AE, "A Study for the Ages" and "We Can Control How we Age" Unit 2, Module 1	1. Go to http://www.nmfn.com/tn/learnctr--lifeevents--longevity and post your life expectancy in Oncourse Discussion Forum, and list 3 things you will do to improve your live expectancy. 10 pts. 2. Wear earplugs at home for two hours when there are other people present. Answer questions about your experience in Oncourse, and design an intervention plan to improve quality of life for someone hard of hearing with one goal and three measurable objectives, based on the research presented in this chapter. Post in Oncourse, grade your team members 40 pts. 4. Quiz 2
Week 3 9/15	Normal Cognitive Changes with Age	H&K, Ch. 5 AE, "Successful Aging: The Second 50" Unit 3, Module 1	1. Rent and watch "About Schmidt." Apply cognitive and psychosocial theories to Howard Schmidt and to a discussion forum in ThirdAge.com. Answer questions in Oncourse Discussion Forum by Sunday, 9/21. Post four more times by Sunday, 9/28. (This assignment covers weeks 3 & 4) 90 pts. 2. E-Pal interview and Reports: Psychological Aspects of Aging in Oncourse (due Sunday, 9/28) (10 pts) 3. Quiz 3

Week 4 9/22	Psychosocial Theories of Aging	H&K, p.176-192 and Ch. 8 AE, "All in Your Head" Unit 4, Module 1	1. Quiz 4 2. GRAD STUDENTS: Outline of paper due, mail to instructor in Oncourse
Week 5, 9/29	Ageism and Stereotypes and Cross-cultural Issues in Aging	H&K, Ch. 2 AE, "The Activation of Aging Stereotypes in Younger and Older Adults" Unit 5, Module 1	1. Write a newspaper article from materials in the online unit and your texts. 50 pts. 2. Quiz 5
Module 2, "Successful Aging"			
Week 6 10/6	Managing Chronic Diseases and Promoting Well-Being in Old Age and Mental Health and Aging	H&K, Ch. 4 and p. 194-220 AE, "Fighting Back, With Sweat" Unit 1, Module 2	1. With your team members, develop a health promotion program in power point for older adults. Briefly describe the major components of the program, and the theoretical model it is based on. Describe how the program might affect an older adult's sex life and mental health. 80 pts (This assignment covers weeks 6&7. Identify, in an email to the instructor, who will be the team leader by Tuesday, 10/7) 2. Quiz 6
Week 7 10/13	Love, Intimacy, and Sexuality in Late Life	H&K, Ch. 7 Generations article, available online in the module Unit 2, Module 2	1. Pose a question and be a sex expert in Oncourse Discussion Forum 20 pts. 2. Quiz 7
Week 8 10/20	The Importance of Social Support: Family, Friends, and Neighbors	H&K, Ch. 9 AE, "Want a longer life? Connect" Unit 3, Module 2	1. E-pal interview and report: Social Support 10 pts. 2. Design an intervention program to increase social support networks 3. Quiz 8
Week 9 10/27	The Resiliency of Elders of Color and Older	H&K, Chps. 14&15 AE, "Men and Women Aging Differently"	1a. Design a multi-cultural senior center. What are typical programs you might offer? How would they differ from traditional centers? What kinds of programs would you offer for specific ethnic groups? OR

	Women	Unit 4, Module 2	1b. In designing policies and programs for older women, what are factors about their socialization experiences that you would need to consider? How would you try to address these? OR 1c. Create a guide for men: How to be as resilient as women 50 pts. 2. Quiz 9 3. GRAD STUDENTS: You must have met with instructor by phone or in person by 10/31 to discuss your paper.
Week 10 11/3	Productive Aging: Paid and non-paid roles	H&K, Ch. 12 AE, "Work/Retirement Choices and Lifestyle Patterns of Older Americans" Unit 5, Module 2	1a. Make a poster recruiting older adults to work at your place of business OR 1b. If you were the Director of Personnel in a corporation that wanted to maximize older workers' skills, what steps would you recommend to your company (e.g. changes in policies, programs, benefits, etc.)? 50 pts. 2. Quiz 10
Module 3, "Social and Healthcare Policies and Issues"			
Week 11 11/10	Social Policies to Address Social Problems	H&K, Ch. 16 AE, "Should a Portion of the Social Security Funds be Invested in the Stock Market?" Unit 1, Module 3	1. Web Quest: Answer a question about Social Security 10 pts. 2. Debate the pros & cons of privatization in Oncourse 40 pts 3. Quiz 11
Week 12 11/17	Health and Long-Term Care Policy and Programs	H&K, Ch. 17 AE, "The Soaring Cost of Prescriptions Send Seniors South of the Border" Unit 2, Module 3	1. E-pal interview and report: Satisfaction with public policy and programs 10 pts. 2. How should Medicare handle prescription drugs? Debate in Oncourse 40 pts. 3. Quiz 12
Week 13 11/24	Death and Dying, Bereavement, Assisted Suicide	H&K, Ch. 13 AE, "Start the Conversation" OR linked readings on Euthanasia	1. Participate in a discussion group about Euthanasia/Assisted Suicide OR A Good Death in Oncourse. Write a 1 page paper summarizing your group's discussion and mail it to me in Oncourse. 2. Quiz 13

		Unit 3, Module 3	
Week 14 12/1	Caregiving, Living Arrangements and Social Interactions	H&K, Ch. 10 & 11 AE, “The City of Laguna Woods: A Case of Senior Power in Politics” Unit 4, Module 3	1. Debate and discussion in Oncourse: The pros and cons of the emergence of Leisure World as a gerontocracy, using the subculture theory and how will the Boomers’ changed family structures affect their childrens’ adult years and their own aging processes? See P. 584 in H&K. Post your first response by Sunday, 12/7, post four more times by Sunday 12/14. (this assignment covers weeks 14 & 15) 80 pts. 2. Quiz 14
Week 15 12/9	What will being old be like when you are old?	H&K, 572-601 Unit 5, Module 3	1. Oncourse discussion: Online party in Oncourse 10 pts. 2. Quiz 15 3. GRAD STUDENTS: Paper due 12/14

*****Assignments and projects may be modified or changed to reflect class interests, or current events and opportunities that may occur during the semester.***