University of South Florida Sarasota-Manatee
College of Arts and Sciences
Socio-cultural Aspects of Aging GEY 3625

Course Syllabus
Fall, 2012

Instructor: Silvia J. Blanco, MSW, LCSW
Phone: (941) 320-8447
Classroom: TBA
Office Hours: By appointment
Class Hours: Tuesdays 6:00-8:50PM
E-mail: sblanco@sar.usf.edu

Textbooks:
Required:

Additional reading material will be furnished by instructor.

Course Description:
This course is an overview of the Socio-Cultural Aspects of Aging. Consideration of human aging in a broad socio-cultural context will be explored. Course emphasis will be on historical, philosophical, and demographic aspects of aging. Theories of social gerontology, attitudes toward aging and the aged, as well as cross-cultural perspectives will be explored. The course will examine the developmental and social transitions associated with the aging individual using an ecological model. We will pay particular attention to contextual meanings for the aging population and how their lives are affected.

The Theoretical Frame of the College
The College of Arts and Science is dedicated to the ideals of promoting academic excellence, engendering critical thinking skills, collaboration, equity and diversity. Competence in these ideals will provide candidates in the Arts and Science programs with skills, knowledge, and dispositions to succeed in today’s world.

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

- To understand the basic terms and concepts of the aging process
- To explain the ecological framework related to the aging process
- To understand socio-cultural issues as they apply to specific cross-cultural individuals
- To identify and understand societal impact related to the aging population
- To understand cultural differences, and preferences related to the aging process
• To explain major theories of aging
• To relate knowledge of the aging process to real life experiences
• To access and use library and electronic data sources on aging

**Assignments:**

**Class participation is very important!**

We will collectively work on an Aging collage in the class room, instructions to follow

• Weekly discussion questions based on your readings, videos or material presented for the class (4 x 6 cards provided), late cards not accepted.

• Participate in 4 classes on line via BLACKBOARD’s discussion board (directions provided)

  Dates for on line classes: Sept. 18, Oct.16, Nov.6 and Nov.20. All students must participate (see me if unsure of how to access discussion board)

  [http://www.sarasota.usf.edu/CampusComputing/Documents/ CC_ Student_ Resources.php](http://www.sarasota.usf.edu/CampusComputing/Documents/ CC_ Student_ Resources.php)

  Following resources for students needing technical assistance with Blackboard:

  Toll-free Helpline: 866-974-1222


**PowerPoint presentation on topic of choice related to Aging topics (clear with instructor first), if unversed in PowerPoint, may do formal presentation, all presentations must have an outline for classmates-no paper is required.**

**Research paper, may choose from the following 3 options:**

• **A. Interview:** 5-7 page paper based on interview with an elderly person. Will provide outline in class. Must be written in APA style and have at least 5 references.

• **B. Cultural Assessment:** 5-7 page paper based on aging for the African American Population, Latino Population, Asian Population, Appalachian Population or American Indian Population, must be APA and have at least 5 references. Will provide outline in class.

• **C. Community Agency Visit:** 5-7 page paper to identify one community service agency that assists adults and families with aging issues (preference is for Sarasota-Manatee area). Visit the site and collect documentation about the service. Talk to representative and learn more about the service. What is their mission/policy regarding aging adults? What does the agency provide? How does it help and assist elder adults? How much does it cost? What do you think of the services? Who is eligible? How are the services financed? What would the families do if this service was not provided? How does it affect adult transitions? Must be APA and provide at least 5 references.
Grading System:

Weekly discussion question and class participation (collage) = 15%

PowerPoint presentation = 20%

BLACKBOARD Participation = 25%

Final paper = 40%

Evaluation of your Presentation, BLACKBOARD Postings and Writing Rubric:

Exceeds the standard Meets the Standards Rewrite - Is below Standard

1. _________ _________ _________

Title page is done according to APA standards; the title captures the meaning of the work and is reflective of a clear theme ((no APA for BLACKBOARD or PowerPoint required). Concepts are clear, major themes related to chosen topic easily discernible, and explained

2. _________ _________ _________

An introduction to the piece adequately captures meaning, content, and the data.

3. _________ _________ _________

Adequate information is presented and all questions are adequately addressed.

4. _________ _________ _________

Report contains purpose of the work, questions raised by the topic, evidence from the literature to support the work, solid conclusions and recommendations for the future. Writer remains on topic.

5. _________ _________ _________

Final paper is submitted, typed, double spaced, APA style, appropriate support data such as citing, reference page and one page outline for classmates and instructor. PowerPoint requires outline for classmates.

Attendance Policy:

Class attendance is mandatory. Please be informed that more than one absence will affect your grade adversely. Leaving class at break and/or consistently arriving more than 10 minutes late to class also constitute absences. After one absence your will lose points from your final grade for each additional absence. All paper work is due as scheduled. In case of an emergency, please consult with me to discuss options. I encourage all students to meet their deadlines; BLACKBOARD participation must be completed within the time frame assigned or no credit will be given.

The major factors that will determine the grade you earn will be your continuous, rigorous, and meaningful engagement in class assignments and activities. Your weekly questions, class participation, and final class project will be used to evaluate this engagement and to determine your grade. The following formula will be
used to compute your grade. Letter grades will be computed based on a percentage of the total points possible, and will be weighted according to scale below. The letter grades and their comparable percentage points are as follows:

<table>
<thead>
<tr>
<th>Percentage of Total Pts.</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
</tr>
<tr>
<td>94-96</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>59 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

**USF Sarasota-Manatee Policies and Procedures**

**Religious Observances**
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf

**Disabilities Accommodation**
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation.

www.sarasota.usf.edu/Students/Disability/

**Contact Information:** Pat Lakey, Coordinator 941-359-4714 plakey@sar.usf.edu

**Academic Dishonesty**
The University considers any form of plagiarism or cheating on exams, projects, or papers to be
Blanco

unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88

Academic Disruption

The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

Undergraduate: http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate: http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88

Contingency Plans

In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

Emergency Preparedness

It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php

Fire Alarm Instructions

At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.

Blackboard use:

BLACKBOARD use is encouraged and supported. Please see me if assistance using the discussion board is required. New USFSM students to use the Blackboard tutorials: http://www.sarasota.usf.edu/Academics/DE/current_students.php contact- Stephanie Fuhr 941-359-4295 or information Technology Toll- Free Helpline: 866-974-1222
Course Calendar

August 28

• Socio-cultural Aspects of Aging
• Course expectations, assignments, grading system
• Working guidelines/giving & receiving feedback
• Intro to Aging and all its possibilities

September 4

• Socio-cultural Aspects of Aging
• Aging and the Life Course Chapter 1
• Have one question ready for discussion
• Check the American Geriatric Society http://www.americangeriatrics.org
• Value Orientation in America regarding the Aging population
• Worldview/ Cross Cultural Framework

September 11

• Socio-cultural Aspects of Aging
• Aging and the Life Course Chapter 2
• Have one question ready for discussion
• Check the American Geriatric Society http://www.americangeriatrics.org and American Association of Retired Persons http://www.aarp.org/family/granparenting/articles/findingshelp.html

September 18 Socio-cultural Aspects of Aging

• Class held via Web BLACKBOARD
• Aging and the Life Course Chapter 3

• I will provide the discussion topic http://www.learner.org/resources/series84.html

• Watch video #7 Social Roles and Relationships in Old Age
  I will open the discussion board on Tuesday Sept.18, 2012, you are to follow and respond to your assigned reading and the video watched regarding your observations, and you are to respond to at least two classmates regarding their posts. You need at least one paragraph for each, your book chapter and the video watched. Postings will not be accepted after midnight on Sunday, Sept. 23. The earlier you respond, the better.

September 25

• Back in class/question ready for discussion
• Socio-cultural Aspects of Aging
• Aging and the Life Course Chapter 4
• Gender differences in the aging process
- Aging among the African American, Latina/o and Asian populations
- Older women/ older men, quality of life/ mortality issues

October 2  Socio-cultural Aspects of Aging

- Aging and the Life Course Chapter 5
- Public Policy-Medicare/ Medicaid
- Health Insurance and what that means for the elderly
- Discuss PowerPoint ideas for next week
- Have one question ready for discussion

October 9

- Socio-cultural Aspects of Aging
- Aging and the Life Course Chapter 6
- Biological changes with aging
- Short PowerPoint presentation on personal projects, (not more than 10 slides, outline for classmates)

October 16

- Class held via Web BLACKBOARD
- Aging and the Life Course
- http://www.learner.org/resources/series84.html
- Watch video #8 Family and Intergenerational Relationships
- I will open the discussion board on Tuesday, Oct.16, 2012, you are to follow and respond to your assigned reading and the video watched regarding your observations, and you are to respond to at least two classmates regarding their posts. You need at least one paragraph for each, your book chapter and the video watched. Postings will not be accepted after midnight on Sunday, Oct.21. The earlier you respond, the better.

October 23

- Socio-cultural Aspects of Aging
- Update collage
- Aging and the Life Course Chapter 7
- Psychological perspectives
- Erikson’s theory of identity
- Have one question ready for discussion

October 30  Socio-cultural Aspects of Aging

- Celebration-Aging rituals around the world
- Update collage
- Aging and the Life Course Chapter 8
- Importance of family/support system
- Aging around the world
- I will provide PowerPoint
- http://www.learner.org/resources/series84.html
- Have one question ready for discussion
November 6

Class held via Web BLACKBOARD

- Aging and the Life Course Chapter 9
- I will provide the questions:
- I will open the discussion board on Tuesday, Nov.6, 2012, you are to follow and respond to your assigned reading and the video watched regarding your observations, and you are to respond to at least two classmates regarding their posts. You need at least one paragraph for each, your book chapter and the video watched. Postings will not be accepted after midnight on Sunday, Nov.11. The earlier you respond, the better.

November 13

- Socio-cultural aspects of Aging
- Aging and the Life Course Chapters 10 & 11
- Importance of family/support system
- Work and retirement
- http://www.learner.org/resources/series84.html
- Have one question ready for discussion

November 20

- Class held via USF Web BLACKBOARD
- Aging and the Life Course Chapter 12
- http://www.learner.org/resources/series84.html
- Watch video #12 Societal and Political Aspects of Aging
- I will open the discussion board on Tuesday Nov.20, you are to follow and respond to your assigned reading and the video watched regarding your observations, and you are to respond to at least two classmates regarding their posts. You need at least one paragraph for each, your book chapter and the video watched. Postings will not be accepted after midnight on Sunday, Nov.25, 2012. The earlier you respond, the better.

November 27

- Socio- cultural Aspects of Aging
- Aging and the Life Course  finish Chapters 13, 14, 15
- Death, dying and bereavement
- Final papers due-presentations

December 4

- Aging and the Life Course
- Our last class!!
- Final presentations
- Course evaluations