

SOC-2100: AGING AND SOCIETY

Cuyahoga Community College

Viewing: SOC-2100 : Aging and Society

Board of Trustees:

June 2022

Academic Term:

Fall 2022

Subject Code

SOC - Sociology

Course Number:

2100

Title:

Aging and Society

Catalog Description:

Cross-cultural examination of social, biological and psychological process of aging. Societies studied with regards to social characteristics of older people, their social roles, relations with various social institutions, social networks, voluntary associations. Impact of social class, race, ethnicity, gender, religion and the media on aging and ageism considered.

Credit Hour(s):

3

Lecture Hour(s):

3

Lab Hour(s):

0

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

ENG-1010 College Composition I or ENG-101H Honors College Composition II.

Outcomes

Course Outcome(s):

Identify and analyze the patterns and trends of aging among different racial, ethnic, nationality, gender, sexual orientation, and socio-economic groups.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

1. Define the study of gerontology and explain how geriatrics differs from gerontology.
2. Describe the process of aging, identify the factors that shape it, and the transitions that take place throughout the life course.
3. Examine the demographic trends that transforms society's aging population.
4. Identify the four dimensions of ageing including chronological, biological, psychological and social ageing.
5. Explain how the interpretation of aging in society is socially constructed.
6. Analyze the perspectives of aging in society as it relates race, ethnicity, gender, and socioeconomic groups.
7. Describe the variety of roles, patterns of relationships, and interaction of older people from simple to complex societies.
8. Describe the philosophical, spiritual, and ethnical concerns about aging.

9. Demonstrate empathy and appreciation for the unique differences that come with race, color, language, religion, national origin, gender, sexual orientation, age, socio-economic status, and intersectionality.
10. Discuss how the various aspects of humanity and one's social location does not exist separately from each other, but are intertwined, and their relationships are essential to an understanding of the human condition.
11. Explain the multifaceted implications of intersectionality.
12. Discuss cultural and socioeconomic diversity in the African American, Hispanic, and Asian population as it relates to aging.
13. Discuss the social and cultural consequences of physical aging, as well as the social consequences of psychological aging, and how physical challenges impact everyday life for the elderly.

Course Outcome(s):

Apply the basic theories of aging to different societies.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Explore aging through the different sociological perspectives and apply them to various societies.
2. Compare and contrast the three sociological theoretical perspectives on aging.
3. Explain functionalist views on aging such as disengagement theory, activity theory, and continuity theory.
4. Explain conflict perspectives on aging such as modernization theory, age stratification theory, and exchange theory.
5. Explain symbolic interactionist theories on aging such as the subculture of aging theory, selective optimization with compensation theory, and gerotranscendence theory.

Course Outcome(s):

Analyze the relationship between structured inequality, disparities and ageism.

Objective(s):

1. Examine the negative impact that social institutions such as the political, medical, mass media, and popular culture have on those aging in society.
2. Explain how aging is a dimension of social stratification.
3. Explain the role that politics, voting, and activism have on the older population.
4. Examine the disparities that take place because of one's race, gender or social class as they age.
5. Examine the health inequalities associated with aging, and explain the need for improved mental health care and outreach programs that can help serve these needs.
6. Explain the historical and current trends of poverty among the aging populations.
7. Examine the elderly populations risks of being mistreated and abused.
8. Identify possible solutions to the social issues faced by aging adults.
9. Describe laws prohibiting age discrimination in the United States, and discrimination against the elderly in the labor market.
10. Discuss problems that hinder the ability of the elderly to live fully until their death, psychological stages in the process of dying, and the dimension of choice that shape the role of the dying person.
11. Describe efforts to expand the rights of the dying to determine the manner in which they die.
12. Describe the laws and ethics regarding assisted suicide and the controversies surrounding this issue.
13. Compare the financial status of elderly Americans to the financial status of the elderly in another country, including differences between men and women.
14. Compare the challenges for older immigrants in the United States to the ones older immigrants face in another country.

Course Outcome(s):

Conduct qualitative and quantitative research on aging using contemporary electronic resources.

Essential Learning Outcome Mapping:

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):

1. Identify appropriate sources to collect current data of the aging population.
2. Use a variety of research strategies to examine at least one issue relevant to inequality, disparities, and ageism in modern day society.

3. Compare some of the problems and issues caused by structured inequality related to government and private sector funded programs for the aged in the United States of America with other countries.
 4. Interpret research findings on the elderly as it relates to social change and sexuality.
 5. Apply sociological research methods by conducting an interview.
 6. Apply ethical guidelines as demonstrated by the American Sociological Association.
 7. Research some of the careers in which a background in social gerontology would be beneficial.
 8. Evaluate the current policies and programs and their impact on the aging society.
 9. Document all resources reviewed in doing research of issue in APA format.
 10. Distinguish between reputable and non-reputable resources.
 11. Incorporate and cite information from sources using quotes, paraphrasing, and summarizing to support conclusions, in APA format.
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Methods of Evaluation:

1. Discussion boards
2. Tests and quizzes
3. Evaluation of student interaction
4. Critical thinking exercises, written and oral
5. Participant observation reports
6. Application activities
7. Experiential Learning
8. Small and large group activities
9. Reflection Journals
10. Research activities

Course Content Outline:

1. Introduction to the interdisciplinary study of aging
 - a. Social gerontology
 - b. Aspects of aging
 - i. Ageism
 - ii. Biological aging
 - iii. Socio-cultural aging
 - iv. Psychological aging
2. Concepts of life course perspective
 - a. Age-period-cohort effects
 - b. Person-environment interaction
3. Theories and research methods
 - a. Micro theories
 - b. Macro theories
 - c. Demography of aging
 - d. Research designs and issues
 - i. Ethical issues
4. Social and cultural gerontology
 - a. Intersectionality of race/ethnicity
 - b. Intersectionality of gender
 - c. Intersectionality of socio-economic class
5. Age boundaries and intergenerational linkages
 - a. Intergenerational transfers and issues
6. Social change, modernization, and aging
7. Stereotypes and media
8. Minority status and aging experience
9. Special problems of the aged and ageism
 - a. Disability
 - b. Employment
 - c. Retirement
 - d. Inequality
 - e. Housing
 - f. Social relationships

10. Health and Health Care
 - a. Older people, social services, intergenerational transfers and allocation of resources
 - b. Politics, policies and programs
11. Global aging issues
 - a. Comparisons and contrasts
 - b. Ethnicity, race, nationality, gender, and sexual orientation and religion
 - c. Care-giving, death and dying and quality of life issues

Resources

Angel, Ronald J., Montes-de-Oca Zavala, Verónica . (2021) *When Strangers Become Family: The Role of Civil Society in Addressing the Needs of Aging Populations*, Routledge.

Cooper, Carry, Alexander-Stamatios, Antoniou. (2017) *The Aging Workforce Handbook: Individual, Organizational and Societal Challenges*, Emerald Group Publishing Limited.

Dannefer, Dale . (2021) *Age and the Reach of Sociological Imagination: Power, Ideology and the Life Course*, , Routledge.

Hillier, S. M. & Barrow, G. M. (2015) *Aging, The Individual, and Society*, Stamford: Cengage.

Moody, Harry R & Sasser, J. R. (2018) *Aging: Concepts and Controversies*, Thousand Oaks, CA: Sage.

Kunkel, Suzanne R. and Settersten Richard. (2021) *Aging, Society, and the Life Course*, New York, NY: Springer Publishing.

Quadagno, Jill. (2021) *Aging and the Life Course: An Introduction to Social Gerontology*, McGraw Hill.

Rando, Thomas A, Carstensen, Laura L. (editors), George Linda K., Ferraro, Kenneth F. (2021) *Handbook of Aging and the Social Sciences*, Academic Press.

Whittington, Frank, Kunkel, Suzanne R. (2019) *Global Aging: Comparative Perspectives on Aging and the Life Course*, Springer Publishing.

Osterbur, E. F.(ed.). (2015) *Annual Editions: Aging*, McGraw Hill Education.

Fogg, N., & Harrington, P. "Rising Demand for Older Workers: The New American Workforce"

Administration on Aging. "Profile of Older Americans: 2012" 2013-11-23 22:00:00.0.

Callahan, D. Must we ration health care for the elderly?. 40(1), 10-16.

Grassman, El J., Holme, L., Larson, A. T., Whitaker, A. "A long life with a particular signature: Life course and aging for people with disabilities" 55(2), 95-111.

Villa, V. M., Wallace, S. P., Bagadasaryan, S. Aranda, M. P. "Hispanic baby boomers: Health inequities likely to persist in old age" 52(2), 166-176.

Resources Other

1. American Association of Retired Persons (AARP) Publications
2. Legal Advocates for Seniors and People with Disabilities (LASPD)
3. National Center on Elder Abuse (NCEA)
4. Administration on Aging
5. Field trips

6. Guest speakers
7. Videos
8. Internet sites and smartphone applications
9. Think tanks
10. Government publications
11. Publications from professional organizations

Instructional Services

OAN Number:

Ohio Transfer 36 TMSBS

Top of page

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