

University of North Texas - College of Public Affairs and Community Service
- Program in Gerontology

AGER 2000 - Global Aging and Individual Aging

Sections 900, 950 – **Spring 2015**

Syllabus



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Director: Doctoral Program in Applied Gerontology

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Course Description

This course is a brief introduction to gerontology as an interdisciplinary field of study, a field that includes important psychological, social, economic and demographic dimensions and forces that are altering the life of individuals and the operation of various societies. The course will briefly examine the biological, the psychological, the social, the economic factors and dimensions that make up the aging experiences of individuals as well as how "aging population" affects the way we organize in various societies. Public policy issues will be a focus of each class to show the relevance of the basic science material presented in the class.

Required Text

eTextbook

Issues in Aging, Second Edition by Mark Novak

Publisher: Prentice Hall Copyright Year: 2009 Publishing Date: 2008/11/21

eText ISBN-10: 0-205-62643-2 eText ISBN-13: 978-0-205-62643-4

Print ISBN-10: 0-205-57869-1 Print ISBN-13: 978-0-205-57869-6

Pages: 504 coursesmart.com eTextbook

<http://www.coursesmart.com/IR/2759198/9780205626434>

180 day online subscription - go to website and order the eTextbook

digital rental: 180 days - Price:\$39.99 (Price last checked 12/21/2011)

Course Requirements and Assignments

Students are required to prepare and submit all assignments by the due-date requested. Assignments not received by the due-date requested may not be credited towards the final course grade.

THIS IS A 100% ONLINE CLASS
1-2-3 Assignments and grades:

1. Statistics report = 10%

"The older population--persons 65 years or older--numbered 39.6 million in 2009 (the most recent year for which data are available). They represented 12.9% of the U.S. population, over one in every eight Americans. The number of older Americans increased by 4.3 million or 12.5% since 1999, compared to an increase of 12.3% for the under-65 population. However, the number of Americans aged 45-64 – who will reach 65 over the next two decades – increased by 26% during this period."

The information in this section of the AoA website brings together a wide variety of statistical information about this growing population.

Go to the AoA Profile of Older Americans at:

http://www.aoa.gov/AoARoot/Aging_Statistics/Profile/index.aspx

Each student should choose from one of these "Profile's" from the Table of Contents and write one report: **Choose one:**

- | | | |
|-----------------------|--------------------------|--------------------------|
| •The Older Population | •Geographic Distribution | •Health and Health Care |
| •Future Growth | •Income | •Health Insurance |
| •Marital Status | •Poverty | Coverage |
| •Living Arrangements | •Housing | •Disability and Activity |
| •Racial and Ethnic | •Employment | Limitations |
| Composition | •Education | •Caregiving |

Write 5 paragraphs about your chosen topic - Use material both from the AoA Site from the Text. CITES = (AoA Report, page #) and (Text, page #)

Posting due on Statistics Discussion area -

2. Major paper = 30%

- Do a report on one of the nine trends in [“Why Population Aging Matters: A Global Perspective.”](#) (You should read the whole report, about 32 pages.)

(In-Course) File: Why-Population-Aging-Matters_A-Global-Perspective.pdf

PDF Report also, online at: Report Hosted at:

<http://www.essaychartered.com/blog/population-aging-matters/>

<http://www.nia.nih.gov/research/publication/why-population-aging-matters-global-perspective>

The Nine Trends to choose from are:

Trend 1: An Aging Population.

Trend 2: Increasing Life Expectancy.

Trend 3: Rising Numbers of the Oldest Old.

Trend 4: Growing Burden of Noncommunicable Diseases.

Trend 5: Aging and Population Decline.

Trend 6: Changing Family Structure.

Trend 7: Shifting Patterns of Work and Retirement.

Trend 8: Evolving Social Insurance Systems.

Trend 9: Emerging Economic Challenges.

Include material from our Discussions and Text that can help us understand your chosen Trend, as well as any other material relevant to the subject that you wish. You may include charts and graphs - but do not count them in page count. (10-12 pages plus references plus charts and graphs if needed.)

Cite the report and any other material you reference.

“Why Population Aging Matters: A Global Perspective,” National Institute on Aging, March 2007. Prepared for the U.S. State Department Summit on Global Aging, this booklet outlines nine trends in aging around the world.

(NIH, 2007)

- Submit a topic statement etc. to the Major Paper discussion area
- See Major Paper grading rubric for guidance.
- Submit your Final paper to Instructor via the Assignment drop box.
- Major paper due on or before May 2, 2015.

3. Attendance and participation = Discussion Postings - 60% for 15 units @ up to 4 % per unit.

- Notice the grade value of the discussion portion of the course grading. Participation is measured by the scholarly quality of your postings.
- **Class Discussions are graded.** - Valid contributions in a discussion will involve posting pertinent questions, answers to issues, or problems; providing helpful answers in such postings, recommending helpful learning resources outside the course such as useful Internet Websites; or any other SUBSTANTIVE contribution to the learning process. **BE SURE TO READ THE DISCUSSION ASSIGNMENT AND RESPOND TO ALL ITS' PARTS.**
- **HTML Creator:** Turn on HTML Creator to utilize simple formatting tools, like in Word... **Bold, Italic**, etc. Use it to make WWW Links "live" - insert pictures Etc.
- **Copy/Paste** - You should ALWAYS construct your discussion posts using Word or Notepad. - use spellcheck - If you use Word: construct your posting, turn on HTML Creator, highlight your Word post and drag it to the post window. Line breaks will not be perfect... it depends how you use the return/Enter key in Word, and more. A great feature about doing it this way is live links in Word will become live links in HTML Creator. You can always edit your post later.
- **Attaching Files:** To ensure a lively discussion and encourage substantive replies, **you are asked NOT to just attach a file to your post.** You are welcome to attach files but we much prefer to see the post without having to open an attachment to view it. Do both, post AND attach, if you need to.
- **Subject Lines:** Use a descriptive subject line that represents the content of your posting. - "week-1 Discussion" (Etc.) is OK for your discussion assignment post, but if you want to make another original post you may want to change that to reflect the content, EX: "I found these links about..."
- **Always use Netiquette please.** Post can be moved by instructor, and crude, rude or vile problem post removed. You are allowed to Edit postings later if you find a mistake
- **CITE your material...** when referring to or quoting our Textbook it is OK to simply use **(Text, page#)** as a reference in Discussions.
- **Please refer to the Discussion Board Grading Guideline Rubric to guide construction of your postings.**
- **It is advised you complete your assigned reading before you post... You may find it easier to post before reading other student postings. You are all reading the same material to discuss the same assignment so there is bound to be repetition in the answers... you overcome this by completing the assignment to get the highest grade possible for yourself and not worrying that you may have stated the same as another.**
- **Please reply to other student postings after you post. Read them all and reply to others as you feel moved to do so, especially if you have something to add to the discussion. It is a "Discussion" board, open to all your thoughtful comments. Posting of substantial reply(s) / comments to other student postings enhance the topic discussion.**

Technical Course Requirements

Students must have access to Internet services from home or university labs. Students must have access to Microsoft Windows capabilities for Word, Excel, and PowerPoint. In addition, PDF Files are used in this course.

Americans with Disabilities Act

It is the policy of your instructor to comply fully with the Americans with Disabilities Act (ADA) and to make reasonable accommodations for qualified students with disabilities. Please present your written request for accommodation at the start of the semester.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious matters. The usual penalties for these offenses include failure for the assignment, failure in the course, and a written report to the Dean of Students. Plagiarism is the act of taking the ideas and/or words of others and presenting them as your own. If you are uncertain how to cite your sources, please contact the course instructor for assistance.

Syllabus as a Contract

The University attorney advises faculty members to notify students that the syllabus is not a contract and is therefore subject to change. We will try to adhere to the schedule provided, but it is important to note that changes may be necessary to meet unforeseen needs and events.

Copyright Notice

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

Materials are provided solely for the use of students enrolled in this course, and for purposes associated with this course; except for material that is unambiguously and unarguably in the public domain, these materials may not be retained or further disseminated.

Any students, faculty, or staff who use University equipment or services to access, copy, display, perform, or distribute copyrighted works (except as permitted under copyright law or specific license) will be subject to appropriate disciplinary action by the University as well as to those civil and criminal penalties provided by federal law.

Course E-Mail messages to be forwarded to your external e-mail address

Vista Course E-Mail:

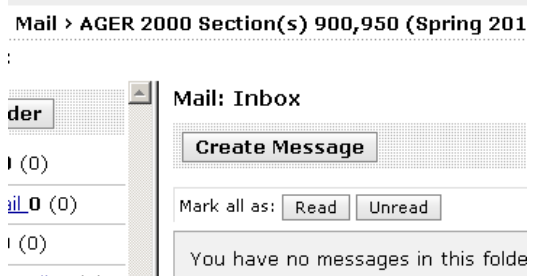
Some basic class rules about course E-Mail...

Most Academic and Technical questions can be addressed via the Virtual Office Discussion Board areas devoted to that and General announcements and statements to the class...

IN OUR COURSE E-MAIL PLEASE DO NOT USE *REPLY ALL* OR *SEND TO ALL*... features...

reserved for Instructor and TA to announce changes to the class.

You are very welcome to E-Mail Instructor and or TA THIS WAY...

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<p>Select Message Recipients</p> <hr/> <p>Select Roles</p> <table border="1"> <thead> <tr> <th><input type="checkbox"/> To</th> <th><input type="checkbox"/> CC</th> <th><input type="checkbox"/> BCC</th> <th>Role Description</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>All Section Instructors</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>All Section Designers</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>All Teaching Assistants</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>All Students</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>All Auditors</td> </tr> </tbody> </table> <p>Select Individuals and Groups</p> <table border="1"> <thead> <tr> <th><input type="checkbox"/> To</th> <th><input type="checkbox"/> CC</th> <th><input type="checkbox"/> BCC</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>David Comeau</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Stan Ingman</td> </tr> </tbody> </table>	<input type="checkbox"/> To	<input type="checkbox"/> CC	<input type="checkbox"/> BCC	Role Description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All Section Instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All Section Designers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All Teaching Assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All Auditors	<input type="checkbox"/> To	<input type="checkbox"/> CC	<input type="checkbox"/> BCC	Name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	David Comeau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stan Ingman	<p>Save Cancel</p> <p>Click Save</p> <p>When E-Mailing you may select To or CC (One choice must be To)</p>
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(Remember, Please avoid “blasting” the class or using “To all...” - it complicates who will answer you and sends E-Mail to others who may be in the course for other than class reasons. In your Settings you may also forward course mail to an outside account.)

Spring-2015-Class-Schedule

January 20, 2014 First Class Day

---Week-01_Monday-January-19_Sunday-January-25-2015
---Week-02_Monday-January-26_Sunday-February 1-2015
---Week-03_Monday-February 2_Sunday-February-8-2015
---Week-04_Monday-February-9_Sunday-February-15-2015
---Week-05_Monday-February-16_Sunday-February-22-2015
---Week-06_Monday-February-23_Sunday- March 1 -2015
---Week-07_Monday-March -02_Sunday-March-8-2015
---Week-08_Monday-March-09_Sunday-March 15-2015 • MIDTERM THIS WEEK
---Week-09_Monday-March-16_Sunday-March-22-2015 * Spring Break
---Week-10_Monday-March-23_Sunday-March-29-2015
---Week-11_Monday-March-30_Sunday-April-5-2015
---Week-12_Monday-April- 6_Sunday-April-12-2015
---Week-13_Monday-April-13_Sunday-April-19-2015
---Week-14_Monday-April-20_Sunday-April-26-2015
---Week-15_Monday-April-27_Sunday-May 2-2015
---Week-16_Monday-May 3_Friday -May-8-2015

---Friday-May-11th to May 13th 2015 • Final Given

--- May, Friday 15 - Term Ends

Detailed Class Schedule on following pages

Week-1

Aging Today

Week-01_Tuesday-January-20_Sunday-January-25-2015

“Introduction to gerontology as an interdisciplinary field of study, a field that includes important psychological, social, economic, and demographic dimensions and forces that are altering the life of individuals and the operation of various societies.”

- Introductions
- What is Gerontology?
- What is ageism?
- What is the Aging Network?
- History of Gerontology at UNT

- 1) **Reading Assignment: Review Novak Chapter 1 - “Aging Today”**
- 2) **Post you Introduction**
- 3) **Complete the “Zip Code” Survey**
- 4) **Discussion: Disc-1 - Aging Today - Graded Post on/before January 25th : Write one page (250-300 words) in which you**
 - a) define gerontology,
 - b) define/discuss ageism, and
 - c) describe the Baby Boomer generations.

Objective 1 : Be able to define the following term clearly: Gerontology, ageism, aging network and outline the history of origins for gerontology in USA.

Week-2

Theory and Methods

Week-02_Monday-January-26_Sunday-February-1-2015

“Brief examination of biological, psychological, social, and economic factors and dimensions that make up the aging experiences of individuals as well as how the “aging population” affects the way we organize our various societies.”

- What is theory?
 - Three theoretical perspective used in gerontology
 - Three research designs
 - Quantitative and Qualitative Methods
1. **Reading Assignment: Review Novak Chapter 2 - “Theories and Methods”**
 2. **Discussion “Introductions” and the “Zip Code” Survey should be completed now.**
 3. **Discussion: Disc-2 - Theory and Methods - Graded Post on/before January 26th: Write two pages (500-600 Words) in which you define**
 - a) theory,
 - b) three theoretical perspectives,
 - c) three research designs and finally,

d) define/describe the difference between quantitative and qualitative methods in research.

Objective 1: Be able to outline the basic theories in three theoretical perspective or traditions.

Objective 2: Be able to outline three difference research strategy to create a better understand of a social situation, and how do quantitative and qualitative methodological approach differ. What the strengths and weaknesses of these two basic approaches or way to know something about social reality?

Week-3

Aging at Other Times in Other Places

Week-03_Monday-February 2_Sunday-February-8 -2015

- Four stages of socio-cultural evolution
- Aging in Modern Industrial Societies
- What is the Demographic Transition?
- Challenge of Population Aging
Japan vs. USA vs. China.
- What is current world population and projects for 2060 ?

1. **Assignment:** Review Chapter 3 in Text
2. **Discussion:** Disc-3 - Aging at Other Times in Other Places - Graded Post on/before Feb. 8th : Write two pages (500-600 Words) in which you compare aging of populations in
 - a) USA
 - b) Japan
 - c) China

Objective 1: Be able to discuss current and future demographic projects of population size , % of those 65 years and older in China, Japan and USA.

Week-4

Demographics

February-9_Monday-February-15-2015

- Absolute Number vs. Percentage of the Aged.
- Causes of Population Change?
- Life in a Retirement Community – Pros and Cons?
- Dependency Ratios – Elderly vs. Youth Dependency vs. Overall Dependency.
- Critique of Dependency Ratio

1. **Assignment:** Review Chapter 4
2. **Discussion:** Disc-4 - Demographics - Graded Post on/before Feb. 15th: Write one page (250-300 words) on why Iowa and Florida have a high proportion of elders.

Objective 1: Be able to discuss of the various reasons why the % of those 65 shift in a state and nation.

Objective 2: Be able to discuss the dependency theory and ratio, and discuss its limitation as a concept

Objective 3: Be able to explain the pros and cons of age segregation.

Week-5

Personal Health and Well-Being

Monday-February-16_Sunday-February-22-2015

- Sensory Changes
- Activity of Daily Living (ADL) means what?
- Instrumental Activities of Daily Living (IADL) means what?
- Disability-Free Life expectancy
- Successful Aging? What is old age for?
- Anti- Aging Medicine and Science: What are pros and cons of Anti- aging movement?
- How is an increase in obesity in various nations likely to affect disability rates?
- Geriatric Medicine : What is the primary focus of the branch of Medicine ?

1. Assignment: Review Chapter 4 in Text

2. Discussion: Disc-5 - Personal Health and Well-Being - Graded Post on/before Feb. 22: Write one page (250-300 words) in which you define/describe:

- a) ADLs
- b) IADLs
- c) Disability-Free Life Expectancy, and
- d) Why are these issues important?

Objective 1: Be able to define and discuss the importance of the following concepts: ADLs, IADLs, Disability-Free Life Expectancy?

Objective 2: Be able to compare anti-aging movement vs the geriatric medical approach to care of the elderly.

Week-6

The Life Course

Monday-February-23_Sunday-March 1 -2015

- Memory and Everyday Life
- Mental Ability in Late Life
- Meaning of Late Life
- Continuity Theory
- Alzheimer's Disease

1. Assignment: Review Chapter 6

2. **Discussion: Disc-6 - The Life Course - Graded Post on/before March 1 : Write one page (250-300 words) in which you define/describe the "meaning of life in old age."**

Objective 1: Be able to define and discuss the following issues: Normal vs Abnormal mental changes with aging

Objective 2: Be able to begin to outline what successful aging should be for elders.

Week-7

Minority Aging

Monday-March 2_Sunday-March-8-2015

- Why study minority aging?
- Notion of Multiple Jeopardy
- Structural Inequality

1. Assignment: Review Chapter 7

2. **Discussion: Disc-7 - Minority Aging - Graded Post on/before March 8: Write one page (250-300 words) in which you select one minority group and review their social and economic status.**

Objective 1: Be able to define the concepts: multiple jeopardy and structural inequality in old age.

Objective 2: Be able to how the aging experience varies by social class and by ethnicity .

Week-8

The Health Care System

Monday-March-09_Sunday-March-15-2015

- Medical vs. Social Model?
- Who uses hospitals?
- Medicare vs. Medicaid differ how?
- Long Term Care Insurance covers what?
- Social Health Maintenance Organizations (SHMOs): Purpose?
- Three Major Evaluation Criteria for what? Availability- Accessibility-Coordination

1. Assignment: Review Chapter 8

2. **Discussion: Disc-8a - The Health Care System - Graded Post -a on/before March 15: Write one page (250-300 words) evaluating the health care reform bill.**
3. **Discussion: Disc-8b - The Health Care System - Graded Post -b on/before March 15th: Write one page (250-300 words) on whether you would buy long term care insurance.**

Objective 1: Be able define medical vs social model of health care and explain why this important to question of the hospitalization on elderly individuals.

Objective 2: Be able to define in some detail programs and term such as; Medicaid, Medicare, LTC insurance, SHOMs, HMOs.

Objective 3: Be able to discuss why SHMOs and LTC insurance were created and if they are effective in the care of elders.

Spring-Break

---Week-10_Monday-March-16_Sunday-March-22-2015 • Spring-Break week

Optional assignment -

• **Read: "Talkin' 'bout my generation: The economic impact of aging U.S. Baby Boomers Baby Boomers will shape the U.S. economy over the coming decades as they age and retire".**

http://www.mckinsey.com/mqi/publications/Impact_Aging_Baby_Boomers/index.asp

One-time registration allows you to access all the content on McKinsey.com

Week-9

Finances and Economics

Monday-March-23_Sunday-March-29-2015

- History of US Pension System
- Who secures Social Security in USA?
- What was the impact of Supplemental Security Income?
- Five Principles of Social Security Program in USA

1. Assignment: Review Chapter 9

2. Discussion: Disc-9a - Finances and Economics - Graded Post-9a on/before March29

Write one page (250-300 words) on how you would strengthen social security in USA,

3. Discussion: Disc-9b - Finances and Economics - Graded Post-9b on/before March 29 :

Write one page (250-300 words) on how you would strengthen private pensions in USA?

Objective 1: Be able to discuss history and impact of Social Security, US pension systems, SSI reform of Social Security , and outline five principles of the Social Security program in USA.

Week-10

Retirement and Work

Monday-March-30_Sunday- April 5 -2015

- Origins of retirement as a concept and policy
- Why is participation in labor force after age 65 increasing?
- Personal responses to retirement: Five Phases.
- Is preretirement education effective?

1. Assignment: Review Chapter 10

2. **Discussion: Disc-10 - Retirement and Work - Graded Post on/before April 5: Write your personal plan for retirement (Up to 2-pages - Include what you have learned about the subject from our readings.)**

Objective 1: Be able to discuss why retirement policy was created and when, why is age of retirement rising, and what are the five phases of retirement that some individual experience.

Week-11

Housing and Transportation

Monday-April 6_Sunday-April-12-2015

- Aging in place or Aging in Community
- Housing options
- Home Equity Conversion Loans (Reverse Mortgages) : Pros and Cons.
- Sustainable Senior Living- Means what?
- Supportive Housing Options

1. **Assignment: Review Chapter 11**

2. **Discussion: Disc-11 - Housing and Transportation - Graded Post on/before April 12: Go to World Wide Web and study what it means to create sustainable senior living and then write two pages (500-600 words) on what you find.**

Objective 1: Be able to discuss in some detail the housing option for retirees and define what does sustainable senior housing mean.

Objective 2: Be able to design your own model for 'aging in place'.

Week-12

Leisure, Recreation and Education in Later Life

Monday-April-13_Sunday-April-19-2015

- What is old age for?
- Fitness in old age: how to maintain it?
- Brain Fitness in old age: Can we maintain it?
- Who goes to senior centers?
- How does Elderhostel operate/
- Lifelong Learning Institutes
- Community service and volunteerism

1. **Assignment; Review Chapter 12 and visit website for Brain Health Institute in Dallas and review.**

2. **Discussion: Disc-12 - Leisure, Recreation and Education in Later Life - Graded Post on/before April 19th: Write two pages (500-600 words) on how to maintain brain health in life.**

Objective 1: Be able to discuss the function of senior centers, elder hostels, and lifelong learning institutes

Objective 2: Be able to design to an individual and a community approach to maintain a health brain in old age.

Week-13

Family Life and Social Support

Monday-April-20_Sunday-April-26-2015

- Marriage: Is marriage as an institution in decline and will it go away?
- Cohabitation - Divorce – Singlehood: Implication of old age.
- Sexuality in old age: Increasing?
- Creating new family models?
- Informal vs. formal supports
- Care of Caregivers
- Foster Grandparenting role: Increasing?
- Elder Abuse by Family Members and Institutional staff: Increasing?

- 1. Assignment: Review Chapter 13**
- 2. Discussion: Disc-13 - Family Life and Social Support - Graded Post on/before April 26th : Write two pages (500-600 words) on one of the topics from Chapter 13.**

Objective 1: Be able to discuss how institutions such as marriage and the family are affecting informal and formal care supports and the occurrence on elder abuse in families and in institutions.

Week-14

Politics and Policy

Monday-April-27_Sunday-May 3 -2015

- Gray Panthers
- ARRP
- Older Voters
- Older American Act
- Generational Equity

- 1. Assignment: Review Chapter 15**
- 2. Discussion: Disc-14 - Politics and Policy - Graded Post on/before May 3: One page (250-300 words) on the subject of Generational Equity.**

Objective 1: Be able to discuss the impact of various laws and non-governmental groups on the status on elders in USA .

Week-16

Monday-May 4 -May-10 - 2015

- **Major Paper due on or before May 2nd , 2015**
- 1. Assignment: Interview an older relative about their retirement**
 - 2. Discussion: Disc-15 - Interview - Graded Post: Two page review of their retirement and bring in two concepts from the class that relate to their life.**

Week-17

Final will be given between May 11 and May 13

--- May 15, Friday - Term Ends

Updated: September 28th, 2014

Class Resources:

- “Right” view: CSIS Center for Strategic and International Studies <http://csis.org/>
- “Middle” view: **Why Population Aging Matters: A Global Perspective** (The booklet was prepared for the March 15, 2007, Summit on Global Aging, hosted by the U.S. State Department in collaboration with the National Institute on Aging.) Download from: <http://www.nia.nih.gov/ResearchInformation/ExtramuralPrograms/BehavioralAndSocialResearch/GlobalAging.htm>
- “Left” view: Global Action on Aging <http://www.globalaging.org/>

Films from our UNT Gerontology collection:

Browse the Film & Video Collection on Aging at

<http://iii.library.unt.edu/search/X?searchscope=6&searchtype=X&searcharg=%22film+and+video+collection+on+aging%22&SORT=D>

You can view these films in Chilton Hall 111 Media Library

And... You've got to experience.

- Hans Rosling: Debunking third-world myths with the best stats you've ever seen

http://www.ted.com/index.php/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html (20 min video Feb. 2006)

- Also, Hans Rosling's new insights on poverty (about 18 min video June 2007) http://www.ted.com/index.php/talks/hans_rosling_reveals_new_insights_on_poverty.html

You can play with the data yourself in Hans Rosling's [Gapminder World](#).

More resource links:

- AgeSource Worldwide_. (AARP International) This data base provides links to over 300 major information sources around the world, including libraries, clearinghouses, and Web metasites. <http://www.aarpinternational.org/database/>
- AoA <http://www.aoa.gov/>
 - Other International Organization http://www.aoa.gov/AoARoot/AoA_Programs/Special_Projects/Global_Aging/other_international.aspx
 - Non-Governmental Organizations http://www.aoa.gov/AoARoot/AoA_Programs/Special_Projects/Global_Aging/non_governmental.aspx

- The U.S. Government
http://www.aoa.gov/AoARoot/AoA_Programs/Special_Projects/Global_Aging/us_government.aspx
- The United Nations
http://www.aoa.gov/AoARoot/AoA_Programs/Special_Projects/Global_Aging/united_nations.aspx
- [International & National Principles, Rights and Responsibilities of Older Persons](#).
This section includes the United Nations Principles for Older People along with declarations that have been adopted by regions, countries, and organizations.
http://www.aoa.gov/AoARoot/AoA_Programs/Special_Projects/Global_Aging/resources_rights.aspx

AGER-2000