SOCI307

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Course Summary

Course: SOCI307  Title: Sociology of Aging
Length of Course: 8
Prerequisites: Credit Hours: 3

Description

Course Description: In this course the social construction of age and aging in the U.S. will be examined. The sociological perspective will be used to explore social problems associated with aging and the elderly, the influence of various social institutions on older adults, and sociological theories and research associated with aging. The course will also examine the impact of government, healthcare, the media, and various social factors such as race and gender on the experiences of older adults.

Course Scope:

This 8-week course is a critical analysis of aging in society. The course examines the history, dynamics, social institutions, and structural factors associated with aging. This course will help students develop an understanding of how ageism and stereotypes influence the aging process; evaluate sociological theories and research on aging; and examine the impact of race, gender and social class on the aging adult. Students will analyze historical and current policies on aging and contrast the experience of aging in the United States to other countries. Throughout this course we will challenge familiar understandings about aging in society by critically assessing it and the relationship between the individual, aging, society, culture, and structure.

Objectives

At the conclusion of the course, students should be able to:
CO1: Examine the impact of race, gender, and social class on individuals as they age.
CO2: Deconstruct stereotypes about the elderly in society.
CO3: Evaluate sociological theories and research on aging.
CO4: Analyze historical and current policies that impact the lives of older adults.
CO5: Compare and contrast the experience of aging in the U.S. and in other countries.
CO6: Analyze the impact of ageism in society.
CO7: Examine the impact of aging on social institutions

Outline
Week 1:

Learning Outcomes
1, 2, 3, 5, 6

Required Readings

Read:
Week 1 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak:
Preface p.1 to 9
CH 1 The Older Population in the United States
CH 2 Global Aging and Older Immigrants in the United States


Assignments

Complete:
Introduction Forum
Week 1 Forum
Week 1 Quiz

Week 2:

Learning Outcomes
2, 3, 6

Required Readings

Read:
Week 2 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak:
CH 5 Social Theories of Aging
development in social gerontology. Journals Of Gerontology Series B: Psychological Sciences & Social
Sciences, 52B(2), S72-S88.
Johnson, K. J., & Mutchler, J. E. (2014). The Emergence of a Positive Gerontology: From Disengagement to
Social Involvement. Gerontologist, 54(1), 93-100.
Torres, S. (2015). Expanding the gerontological imagination on ethnicity: Conceptual and theoretical

Assignments

Complete:
Week 2 Forum
Week 2 Quiz

Week 3:

Learning Outcomes
**Week 3:**

**Learning Outcomes**

1, 2, 6

**Required Readings**

Read:
Week 3 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak:
CH 3 Physical Well-being Physiological Changes and Health
CH 4 Mental and Emotional Well-Being


View Multimedia:

**Assignments**

Complete:
Week 3 Forum
Week 3 Quiz
Assignment 1

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**Week 4:**

**Learning Outcomes**

1, 2,3,4,5, 7

**Required Readings**

Read:
Week 4 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak:
CH 6 Family, Friends, and Other Informal Supports
CH 7 Informal and Family Caregiving
CH 9 Loss and Grief in Old Age


**Assignments**

Complete:
Week 4 Forum
Week 4 Quiz

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**Week 5:**
Learning Outcomes

1, 2, 4, 7

Required Readings

Read:
Week 5 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak:  
CH 8 Productive Aging: Leisure, Spirituality and Civic Engagement


View Multimedia:

Assignments

Complete:
Week 5 Forum
Week 5 Quiz
Assignment 2

Week 6:

Learning Outcomes

1, 2, 4, 5, 6, 7

Required Readings

Read:
Week 6 Lesson, textbook and required articles

Hooyman, Kawamoto & Kiyak:  
CH 10 Economic Well-Being: Retirement, Employment, and Poverty  
CH 11 Community Well-Being: Living Arrangements and Social Interaction


Assignments

Complete:
Week 6 Forum
Week 6 Quiz

Week 7:

Learning Outcomes
1, 2, 4, 7

Required Readings

Read:
Week 7 Lesson, textbook and required articles

Hooymen, Kawamoto & Kiyak:
CH 12 Enhancing Older Adults’ Well-being through Technology
CH 13 Policies to Promote Older Adults’ Well-being


Assignments

Complete:
Week 7 Forum
Week 7 Quiz
Assignment 3

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Week 8:

Learning Outcomes
1,2,4,6,7

Required Readings

Read:
Week 8 Lesson, textbook and required articles

Hooymen, Kawamoto & Kiyak:
CH 14 Career in Aging

Special topics addressed in the articles: Aging in prison; Living longer intellectual and developmental disorders; homelessness, elder abuse and rural elders


Assignments

Complete:
Week 8 Forum
Week 8 Quiz
Evaluation

Quizzes:
This course includes Quizzes, located under the Tests & Quizzes tab in the classroom. Quizzes are designed to facilitate engagement with the course textbook.

Forums:
Participation in classroom dialogue on threaded Forums is required. Forums are scheduled weekly and found in the Forums tab in the classroom. Specific instructions and the grading rubric are located on each Forum.

Assignments
This course includes Assignments. Instructions and specific grading rubrics are found under the Assignments tab in our classroom.

Grading:

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Materials
In this course we are using an electronic textbook through VitalSource Visual Bookshelf. The VitalSource e-book is provided via the APUS Bookstore. Please visit for more information. Students are responsible for accessing their textbook during Week 1. Prior to the beginning of the course all students received VitalSource login credentials from EdMap. This information was sent to the student’s email address of record. If you have trouble accessing your textbook, contact the Book Office at ecm@apus.edu or contact EdMap directly at APUS_Customer_Service@edmap.com or call toll-free at 800-274-9104. You may also use the campus guide set up in the library for the new bookstore that might give you a run down on EdMap and VitalSource http://apus.campusguides.com/bookstore.

Required articles:

Each week there will be readings in addition to those from the Hooyman, Kawamoto & Kiyak (2015) text. All of these can be found in the e-Reserve for our course located in the Library. Please visit http://apus.libguides.com/er.php to locate the course eReserve.

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted.
- Please note that no formal citation style is graded on Forums in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for ‘Tutor’ to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an
assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. *Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.*

**Turn It In**

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

**Academic Dishonesty**

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

**University Policies**

**Student Handbook**

- [Drop/Withdrawal policy](###)
- [Extension Requests](###)
- [Academic Probation](###)
- [Appeals](###)
- [Disability Accommodations](###)

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