

M: Course Objectives / Learning Outcomes

At the completion of the course, the successful student will be able to:

- Distinguish between chronological, biological and social aging;
- Define social gerontology;
- Define and give examples of aging across the life course;
- Discuss the relationship between individual and population aging;
- Contrast the concept of individual adaptation with macro sociological approaches to aging;
- Provide examples of the ways in which aging is both a private and public issue;
- Describe contemporary demographic trends with regards to aging in Canada;
- Compare the Canadian demographic profile to global aging trends;
- Discuss reasons for the current increase in aging populations;
- Identify three major streams of sociological theory with regards to aging and give examples;
- Identify key themes of research on the sociology of aging;
- Describe what is meant by intergenerational transfers; provide examples at both private and public levels;
- Identify social determinants of health with respect to aging;
- Identify how aging is a gendered experience;
- Compare several different cultural approaches to aging;
- Describe the relationship of aging to kinship structure;
- Identify familial factors that may influence the support of aging persons in later life;
- Identify the 'empty nest' syndrome and describe its gendered and cultural variations;
- Describe the ways in which economic forces are related to gender with respect to retirement;
- Explain how labour force trends are relevant to retirement and aging;
- Define and give examples of the 'feminization of poverty' with reference to age;
- Explain the relationship between social participation and quality of life;
- Identify the basis for social supports and discuss their relevance for aging populations;
- Give examples of aging 'in place' and describe its benefits;
- Define and provide examples of age-integrated and age-segregated environments;
- Identify supports contributing to the care and well-being of older populations;
- Give examples of the relevance of social policy to aging;
- Discuss contemporary policy initiatives to support an aging Canadian population.

N: Course Content

1. Aging as a Social Process: The Sociological Perspective of Aging
2. The Demographics of Age: Aging in Contemporary Canada
3. The Social Context: Historical Perspectives of Aging
4. Culture and Aging
5. Aging, Gender and Care-giving
6. Social Theory and Approaches to Aging
7. The Family and Age: Care-giving and Evolving Roles
8. Work, Retirement and Economic Security
9. Health Care and Aging
10. Community and Aging: Social Networks, Housing, and Transportation
11. End of Life Issues
12. Social Policy: Aging Populations in Canada

<p>O: Methods of Instruction</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Small group exercises ▪ Class discussion ▪ Computer lab work ▪ Audio-visual materials ▪ Guest speakers 										
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>Barry McPherson. <i>Aging as a Social Process: Canadian Perspectives</i>. 4th ed. Don Mills: Oxford University Press, 2004.</p> <p><u>or</u> Chappell, Nina, Ellen Gee, Lynn Macdonald, Michael Stones. <i>Aging in Contemporary Canada</i>. Prentice Hall, Pearson, 2003.</p> <p>Texts will be updated periodically.</p>										
<p>Q: Means of Assessment</p> <p>Evaluation will take place in accordance with Douglas College policy. Evaluation will be based on course objectives and may include quizzes, exams, critical essays, literature reviews, term/research projects, oral presentations, multi-media presentations and a personal family and age project. The specific evaluation criteria will be provided by the instructor at the beginning of the course.</p> <p>An example of one evaluation scheme is:</p> <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td>Two mid-term exams</td> <td style="text-align: right;">45%</td> </tr> <tr> <td>One group project</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>One research project</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>One final quiz</td> <td style="text-align: right;"><u>10%</u></td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </table>	Two mid-term exams	45%	One group project	20%	One research project	25%	One final quiz	<u>10%</u>		100%
Two mid-term exams	45%									
One group project	20%									
One research project	25%									
One final quiz	<u>10%</u>									
	100%									
<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No. The course involves understanding theoretical approaches analyzed in conjunction with institutional settings; transfer credit to other institutions may be considered.</p>										

Course Designer(s): Melody Hessing

Education Council / Curriculum Committee Representative

Dean / Director

Registrar