




MEMORANDUM

TO: Health Care Colleges Council

FROM: William Pfeifle, MBA, EdD 
Associate Dean for Academic Affairs

SUBJECT: New Course Proposal – GRN 250 Growing Old in Today’s World

DATE: September 15, 2011

The College of Public Health wishes to establish a new course: GRN 250 Growing Old in Today’s World.
Please note we are requesting provisional approval for Spring 2012.

The course syllabus was developed according to the University Senate Syllabus Guidelines and in accordance with UK Core requirements.

This proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to the College of Public Health established bylaws.

Please feel free to contact me if you require additional information.

MEMO

DATE: September 15, 2011

TO: Associate Dean for Academic Affairs

FROM: Chair, Faculty Council

SUBJECT: New Course Approval

The new course proposal for GRN 250, Growing Old in Today's World, was approved unanimously.



Office of the Dean
121 Washington Avenue, Suite 112
Lexington KY 40536-0003
(859) 218-2247 phone
(859) 323-5698 fax
<http://www.mc.uky.edu/PublicHealth>

MEMORANDUM

TO: William Pfeifle, M.S., M.A., Ed.D., MBA
Associate Dean for Academic Affairs

From: Mark Swanson, PhD
Chair, Academic Affairs Committee

Subject: Approval – New Course Proposal GRN 250 Growing Old in Today's World

Date: September 6, 2011

At its meeting today, the Academic Affairs Committee approved the following new course proposal:

GRN 250 Growing Old in Today's World

This is now ready to proceed to the next stage of the approval process. Please do not hesitate to contact me if you need additional information or clarification.

General Education Course Approval Cover Sheet

Date of Submission 9/16/2011

1. Check which area(s) this course applies to

- | | | | |
|----------------------------------|-------------------------------------|--|-------------------------------------|
| Inquiry - Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry - Humanities | <input type="checkbox"/> | Quantitative Foundations | <input type="checkbox"/> |
| Inquiry - Nat/Math/Phys Sci | <input type="checkbox"/> | Statistical Inferential Reasoning | <input type="checkbox"/> |
| Inquiry - Social Sciences | <input checked="" type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input checked="" type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input type="checkbox"/> |

2. Provide Course and Department Information.

Department: College of Public Health - Gerontology

Course Prefix and Number: GRN 250 Credit hours: 3

Course Title: Growing Old in Today's World

Expected # of Students per Calendar Yr: 200 Course Required for Majors in your Program Yes No

Prerequisite(s) for Course? none

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

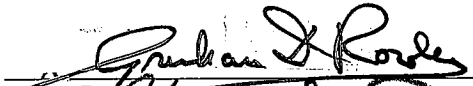

Name: John Watkins Email: geg173@uky.edu

Office Address: 306E Wethington Bldg, 0200 Phone: 218-2040

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: 6-24-11
Dean:  Date: 9-15-11

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

Course Review Form
U.S. Citizenship/Diversity/Community

Reviewer Recommendation

Accept Revisions Needed

Course: GRN 250 - Growing Old in Today's World

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

Syllabus pp,7-8, Course Schedule #4-5 ("Aging Minds" & "Family Relationships...")

Brief description or example:

Thought Exercise - "What do you expect? She's old."

Students prepare with lecture/discussion on psychological change with age and dementia, and directed readings that address culture and class differences in family caregiving. Students then assume the role of a volunteer internist from the USA working in a health and social services clinic in a middle class neighborhood of Delhi, India. A 77 year-old woman is brought into the clinic with expressed memory loss and confusion. Students must formulate a response to the family (which includes the woman's daughter, son-in-law, and their child) regarding culturally-sensitive care, and a response to the clinic physician that justifies both diagnoses and prescribed care.

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Syllabus p.6, first instructor expectation: "...interactive lectures and discussions." Syllabus p.7, Course Schedule #10 (Ethics of death as an intervention"

Brief description or example:

Class Discussion - "The Value of Life and Aging."

This discussion is framed around 4 questions: 1) Does the "value" of a person change across the life span? 2) Are the lives of a few "worth" more than the "quality of life" of the masses? 3) Is there some "optimal time" to die? 4) Should there be a social expectation to die at a particular time in later life? Race, class, culture, and privilege are factors introduced to deepen discussion of each question.

Readings, lectures, or presentations that encourage student s to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Syllabus p.6, first instructor expectation: "...interactive lectures and discussions." Syllabus p.7, Course Schedule #3 ("Aging Bodies: Why we age...")

Brief description or example:

Interactive Lecture - "Why We Age: A History of Culture and Social Change" This lecture presents four distinct eras in perceptions of aging. Pre-19th Century begins with pre-agriculture, moves through agricultural and tool-making revolutions into early Greek and Aisan philosophies, and finishes with the

emergence and growth of organized religions (e.g., Judaism, Christianity, Islam) and their comparative views on aging and the aged. The second era represents the 19th Century, with early health reform, Darwinism and early genetic research, and the rise of "scientific" medicine being discussed in the context of early industrialism and the rise of capitalism. The third era captures 20th Century perspectives, with the diffusion of medical technologies and epidemiological transition being cast in a context of post-industrial economies and social stratification. The last era spans from current day onwards, and covers contemporary biological theories of aging, and the interface between social expectations, medical technology, and the quest for longevity (or, the rise of anti-aging industry).

☒ Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:

Syllabus p.8, Integrative Themes... (as noted in description that follows)

Brief description or example:

a. Societal, cultural, and institutional change over time: Syllabus p.8, Integrative Themes (#9 & #11). We track, through lectures and readings (Text Chaps 8 & 12), changes in care and caregiving, especially in the face of changes in family structure and household income dynamics. This becomes blended with the later examination of changing status of elders within society, especially as Baby Boomers aging into later life.

c. Regional, national, or cross-national comparisons: Syllabus pp. 7-8, Schedule Topics 2 ("Concepts of Time and Space" and 6 ("A Place to Grow Old"). These topics are long-held research interests shared by both instructors. Assigned outside readings, lecture, and discussions will develop and reinforce understanding of demographics and demographic processes of aging, and of the role of space and place in the lives of elders and aging populations. In all cases, we involve a scale continuum from the local (e.g., neighborhood difference) through subnational and international levels.

d. Power and resistance: Syllabus p.8, Themes 7 & 11 (work, retirement, and the welfare state). Through lecture, text readings (Chaps 10 & 15, covering topics of work, retirement, poverty, and inequality) we address issues of early life labor and income, labor activism and pension dynamics in terms of later life economic and social status. Key here, again, will be close examination of expected futures in light of the aging Baby Boom cohort and its anticipated political force.

☒ At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Example 1: Syllabus p.8, Theme 9 (Care and Caring-Care Environments)

Example 2: Syllabus p.8, Theme 10 (The Last Days...- ethics of death...)

Brief description or example:

Example 1: Thought Exercise - "Caring from a Distance."

Students are given the scenario of Mary (see syllabus p.2) experiencing cognitive and physical decline. Whereas Mary lives in Lexington, KY, her adult children live in Letcher County, KY (Mary's daughter, married with a child), Madison County, KY (daughter, unmarried and no children), and Des Moines, IA (son and oldest of Mary's three children). Students will assume the role of one of Mary's children and compose a letter to siblings as part of negotiating a care plan for Mary. Students must

consider role conflicts (including gender, career, generational) as well of ethics and life priorities in arriving at decisions as to who will provide what kind of care, and where care will be delivered (e.g., who among the family members might have to relocate).

Example 2: Discussion and Thought Exercise - "Wither the Older Person." This is a writing extension of a guided discussion mentioned above (re: Value of Life and Aging") in which students must choose 3 of the 4 questions posed, identify possible ethical dilemmas and moral conflicts in each, and effectively argue their position.

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Syllabus p.6 (Expectations and Academic Honesty), and through most thought exercises.

Brief description or example:

Expectation wise, we explicitly address Wikipedia's role in the class, and further reaffirm the importance of academic honesty in writing. In at least 4 out of the 6 thought exercises, students are required to engage a variety of library resources, including scholarly articles/books, popular press (for example, to establish historic context of places/cultures/societies within which today's elders were situated earlier in life), and even film and music media (which signal important societal opinions in time). Indeed, their use of such resources is a part of the evaluation rubric for thought exercises. For example, in one exercise the rubric states: "Research on long-distance caregiving... 3 pts." In another: "Investigation of films made between 1935 and 1975... 2 pts." And yet another: "Research (to determine culture differences in gendered images of aging)... 3 pts." Point values are out of 10 re: Syllabus p.5.

Reviewer Comments:

NEW COURSE FORM

1. General Information				
a.	Submitted by the College of: <u>Public Health</u>	Today's Date:	<u>6/24/2011</u>	
b.	Department/Division: <u>Gerontology</u>			
c.	Contact person name: <u>John F. Watkins</u>	Email: <u>geg173@uky.edu</u>	Phone:	<u>218-2040</u>
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹	_____
2. Designation and Description of Proposed Course				
a.	Prefix and Number: <u>GRN 250</u>			
b.	Full Title: <u>Growing Old in Today's World</u>			
c.	Transcript Title (if full title is more than 40 characters):	_____		
d.	To be Cross-Listed ² with (Prefix and Number):	<u>N/A</u>		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contract hours ³ for each meeting pattern type.			
	<u>45</u> Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	<u>3</u>		
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES: Maximum number of credit hours:	_____		
	If YES: Will this course allow multiple registrations during the same semester?			YES <input type="checkbox"/> NO <input type="checkbox"/>
i.	Course Description for Bulletin: This class explores the processes and meanings of "growing old," focusing on influences from childhood through adolescence and adulthood, with constant attention to how these processes and meanings are situated in time and space and eventually inform individual and societal conceptions of and actions concerning old age. The many faces of aging are examined from an array of disciplinary perspectives using selected readings, film documentaries, consideration of personal/family histories, and a series of exercises that allow students to place one's own life experience and thoughts of growing old in broader societal context.			
j.	Prerequisites, if any:	<u>none</u>		
k.	Will this course be offered through Distance Learning?			YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both			

¹Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received

²The chair of the cross-listing department must sign off on the Signature Routing Log.

³In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴You must *also* submit the Distance Learning Form in order for the proposed course to be considered DL delivery.

NEW COURSE FORM

3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4.	Frequency of Course Offering		
a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
b.	Will the course be offered every year? If NO, explain:	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
6.	What enrollment (per section per semester) may reasonably be expected?	<u>100</u>	
7.	Anticipated Student Demand		
a.	Will this course serve students primarily within the degree program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain: <u>Fulfills General Education: U.S. Citizenship, Community, Diversity</u>		
8.	Check the category most applicable to this course:		
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established		
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities		
9.	Course Relationship to Program(s)		
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program: _____		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs: _____		
10.	Information to be Placed on Syllabus		
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate students must be included</i> in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and /or (ii) Establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>)		
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500 level grading differentiation if applicable, from 10.a above) are attached.	NO <input type="checkbox"/>	

⁵In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:




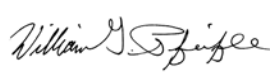
Course Prefix and Number: GRN 250 Growing Old in Today's World

Proposal Contact Person Name: John F. Watkins Phone: 218-2040 Email: geg173@uky.edu
Becki Flanagan Phone: 218-2092 Email: becki@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Gerontology	6-24-2011	Graham Rowles/218-0145/growl2@email.uky.edu	
Academic Affairs Committee	9-6-2011	Mark Swanson/218-2060/mark.swanson@uky.edu	
Faculty Council	9-13-2011	Graham Rowles/218-0145/growl2@email.uky.edu	
Academic Dean	9-15-2011	William Pfeifle/218-2054/pfeifle@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

**COURSE SYLLABUS
GRN 250: Growing Old in Today's World
Spring, 2012**

Meeting Times: MWF, 10:00 – 10:50

Location: TBD

Contact information

Instructors:	Dr. John F. Watkins	or	Dr. Graham D. Rowles
	Professor of Gerontology		Professor of Gerontology
Office:	306E Health Sciences Bldg-CTW		303A Health Sciences Bldg-CTW
Contacts:	Tel: 218-0140		Tel: 218-0145
	E-mail: geg173@uky.edu		E-mail: growl2@uky.edu
Office Hours:	TBD		TBD

Course description

This class explores the processes and meanings of “growing old,” focusing on influences from childhood through adolescence and adulthood, with constant attention to how these processes and meanings are situated in time and space and eventually inform individual and societal conceptions of and actions concerning old age.

What does it mean to “grow old”? We would bet that most people responding to this question would say that growing old means getting gray hair (or losing hair), retiring from a career, being a grandparent, not being as physically adept as in younger years, or spending one’s time waiting for the sun to set. These are all, perhaps, characteristics of *being* an older person in today’s world. Our own view, presented in this class, is that *growing old* is a life-long process, and a complex adventure. We start growing old at the moment of birth (some people think even before); we achieve certain age-related milestones through life, and we continuously gather a unique collection of experiences and develop certain perceptions and behaviors that remain with us.

Our pathway through life is shaped by the environment into which we are born. The changing physical, demographic, economic, social, political, cultural and historical context into which we are born and within which we are raised provides constraints and opportunities that mold our life path. We are defined by time and space.

Life experiences, perceptions and behaviors as shaped by the environment determine who we are and who we become. They shape our expectations of old age and our perceptions of the older people with whom we come into contact. They condition the decisions we make (or do not

make) with regard to preparing for our own old age. Most important, they shape the worlds in which we live today and through the future, and the decisions we will be making when we reach the goal of our adventure... “*being old.*” In a very real sense, we make our old age.

In this course, the many faces of aging are examined from an array of disciplinary perspectives using selected readings, film documentaries, consideration of personal/family histories, and a series of exercises that allow students to place their own life experience and thoughts of growing old in broader societal context. A focal aspect of the course will be working with Mary.

About Mary

Mary Elizabeth Combs was born in Hazard, Kentucky on August 27, 1921. After a childhood of moving from coal camp to coal camp with her parents and older siblings, Mary left home for nursing school at age 18. Three years later she married James Combs and by the end of the 1940s had given birth to three children. Mary’s health took its first major downturn in 1984, with a diagnosis of breast cancer, which she successfully battled. Despite several chronic and degenerative conditions, Mary maintained high enough function to continue living independently until 2010, when she was admitted to a nursing home. Mary died in 2011.

Although Mary is not and never was a real person, she serves as a touchstone throughout this class. The details of her life will be filled in through class discussion and assigned thought exercises, and the sum of her constructed life will provide an immediate means of grounding concepts of aging and being old within various contexts.

Course rationale

In a society that is rapidly aging and where it is estimated that 20 % of the population of the United States will be 65 years of age or older by 2030, it is essential that both general education and public health education include consideration of the nature of the aging experience and the characteristics and challenges provided by a burgeoning older population. This need is accentuated by the high level of gerontological illiteracy and ageism displayed by the population at large and especially by persons of college age. An objective of the College of Public Health is to provide general education in this area of concern that has major implications for the demographics of public health and the current and future training needs of public health professionals. Students of public health need to have a basic understanding of issues pertaining to an aging population

Course prerequisites

None

General Education Curriculum

GRN 250, *Growing Old in Today’s World*, fulfills the General Education requirement for “U.S. Citizenship, Diversity, and Community.”

Course objectives

College of Public Health Objectives in Gerontology

This course meets the CPH objectives specific to the Graduate Center for Gerontology by combating gerontological illiteracy and expanding on knowledge to enhance older adult health and wellbeing.

Specifically, the broad course objectives are:

- To increase awareness of the lived experience of growing old;
- To provide a life course perspective on factors that condition the experience of growing old;
- To provide insight into major dilemmas facing an aging society and our ethical responsibility toward older adults;
- To provide information and facilitate student understanding of the geographical and cultural diversity of older adults;
- To instill an understanding of the role of space and time in shaping the experience of growing old and the status of older people;
- To instill an understanding the role of lifelong health behavior as a contributor to the health, function, and condition of older adults;
- To develop insight into students' own experience of aging and personal issues involved in the care of older relatives or acquaintances that are aging in place or relocating to supportive environments;
- To develop a level of understanding and appreciation of aging that will enable students to productively shape their own aging.

Public Health Competencies for GRN 250

- Contribute to public health through the practice of sound professional attitudes, values, concepts, and ethics;
- Recognize and facilitate diversity of thought, culture, gender, and ethnicity through interdisciplinary communication and collaboration;
- Participate in professional educational activities that contribute to the knowledge base and service outreach of gerontology;
- Obtain, integrate and apply cross-cutting knowledge and skills (competencies) supportive of, but in addition to, core public health areas of knowledge: health services and the social and behavioral sciences.

Student learning outcomes

Completing this class will achieve the following goals:

- Improved *ability to explain* how notions of “growing old” have changed over time. For example, is being a late-teenager or person in their early twenties the same today as it was, say, 30 or 60 years ago?

- Improved *understanding of* the “stages” of life, and different “influence domains” as they evolve through these stages. What sorts of people, places, objects, or ideas have the greatest impact on shaping a person’s life at particular stages of life and how do these change as a person progresses through life and moves into old age?
- Better appreciation of and *ability to explain how* “growing and being old” differs across space and across cultures. Would you “age” the same way if you were a Native American? Or if you lived in India, Japan, Ethiopia, or Mexico? How and why does aging differ among those living in poverty within a major city or an isolated rural area, or living in comfort within an affluent suburban neighborhood or an exclusive retirement community?
- Increased *ability to explain how* space and place influence our personal aging experiences and the decisions we make through life. How are you influenced by memories of childhood and early adulthood, including traditions, social involvement and interactions, habits, homes or early vacation experiences? Will your future family have similar characteristics to the family in which you were raised?
- Enhanced *understanding and appreciation of* what it’s like to age and be old, from both individual and societal perspectives, in today’s world.
- Increased *knowledge of* how to prepare for old age. How does one plan effectively for old age? What measures do societies take to accommodate and support older populations?

Textbooks

Quadagno, J. (2011). *An Introduction to Social Gerontology*, 5th edition. New York: McGraw-Hill.

Additional readings as assigned in class will be available on Blackboard.

Course Requirements and Learner Evaluation

Course requirements involve the following activities:

Examinations Four examinations will be given during the semester, with each counting for 10 points. These examinations are intended to evaluate foundational knowledge gained from class lectures and readings, and will contain a mix of questions including multiple choice, fill-in-the-blank, and short answer. The timing of exams 1-3 will be announced approximately 1 week ahead of time. The last examination will be held during finals week, on [*insert scheduled date/time*].

Thought Exercises A variety of thought exercises will be assigned in this class. They will be based to varying degrees on lecture material and assigned readings, on class discussions, and on personal experiences and thoughts, with the dominant purpose being to critically evaluate knowledge, and to situate knowledge within a variety of applied contexts. These exercises will generally be fairly brief, say, about 1 to 3-ish pages in length. Although six (6) or more exercises may be assigned, only the best five (5) scores will be used toward final grade determination.

Life Expectancy Assignment The first assignment of the course, worth 10 points, is intended to get you thinking about your own aging. We would like you to look at two web sites that provide life expectancy calculators:

- <http://www.livingto100.com> and
- <http://www.nmfn.com/tn/learnctr--lifeevents--longevity> .

Complete each questionnaire (think about the questions being asked, and be honest!) to arrive at your own life expectancy. Average the scores you get from the two web sites to calculate your mean life expectancy (for example, if one calculator results in an age of 80 and the other an age of 76 then your mean life expectancy using the two measures would be 78.)

Write a thoughtful 2-3 page essay entitled, "*The Date is..., 20?? Today I Turned* (insert your own life expectancy age)." Here is some food for thought to assist in your composition.

- What do you think/feel about your "predicted" life expectancy, and about some of the questionnaire items used to make the determinations?
- What in your life so far might have caused you to respond as you did to certain questionnaire items?
- How might you describe your "life" when you are 50 to 70 years older than you are now, at a time that's 50 to 70 years in the future?
- How will the world in which you live be different?

Evaluation Criteria: *Use of Course Material (2 pts); Independent/Original Thought (5 pts); Communication (3 pts).* **This assignment is due [one week from first day of class].**

Learner evaluation (grading) will be based within the following framework:

Examinations (4 @ 10 pts each).....	40
Thought Exercises (5 @ 10 pts each)	50
Life Expectancy Assignment	10
Total =	100

- Grading will initially be based on a standard 10-point scale, i.e., 90+ = A, 80-89 = B, 70-79=C, 60-69=F. Depending on the final point distribution, we reserve the right to modify this scale. *No modification will cause a grade lower than that specified above.*
- Unless otherwise indicated, all submitted assignments must be typed (or word-processed) using an 11 or 12 pt font (Arial or Times Roman preferred), should be double-spaced, and have 1-inch margins. Please be sure to include your name on all submissions.
- Attendance will not count directly toward the final grade; however...
- Students **MUST** be present in class for examinations, and when assignment sheets are distributed and when assignments are collected, in order to receive credit. Only excused absences (see *Format and Expectations* below) are exempt.
- Our basic evaluation criteria for all assignments will include evidence of: 1) demonstrated learning of course material; 2) independent and original thought as relating to course material and/or the specific assignment; 3) ability to effectively communicate through writing. Additional criteria, and specific weights given to all criteria, may vary according to the assignment and will be specified when each assignment is given.

Instructor Expectations

- Most of this class will revolve around interactive lectures and discussions, and will include involvement of personal experiences/perceptions. Everyone should feel free to participate, and we welcome personal thoughts and opinions. But we also ask you to respect the diversity of the class. Please do not try to dominate discussions, and please try to leave any biases at the door when you enter class. We may at times be talking about some rather sensitive issues, and we would really like to avoid any embarrassment or offense toward any individuals or groups. If anything we discuss in class makes you uncomfortable, *PLEASE* talk with us about it after class.
- You should be taking notes throughout the semester. Note taking is a basic skill in any class and is invaluable in promoting effective learning. We are happy to help you develop your note-taking skills.
- Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
- We expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance.
- Attendance is your responsibility. Absence is irresponsible and a waste of good time and money. If for some legitimate reason you cannot make it to class, you *must let us know beforehand* so that accommodations can be made. We encourage you to be familiar with the section of *Student Rights and Responsibilities* (<http://www.uky.edu/StudentAffairs/Code/>) that deals with definitions of a legitimate “absence.”
- Please arrive at class ON TIME, and be ready to start. And please do not prepare to leave until class is over. If you must be a bit late or leave a bit early, please let us know in advance if possible.
- Please avoid any behavior that is distracting to others. This may include idle chatter, reading the *Kernel*, sleeping, or eating or drinking things that are noisy or smelly.
- All personal electronic devices, including cell phones and laptop computers, *MUST* be deactivated and stowed out of sight while class is in session.
- We expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.

We reserve the right to modify elements of this syllabus in ways to promote fairness among all students.

Academic Honesty

Academic honesty is highly valued at the University. Academic dishonesty/plagiarism will not be tolerated. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please see the University’s policies concerning the consequences for plagiarism.

Sources: www.uky.edu/ombud/plagerism.pdf
www.uky.edu/usc/new/rulesandregulationsmark.htm

Accommodations

If you have a disability that somehow prevents you from engaging fully or fairly in class, please let us know as soon as possible so that accommodations can be made. You are required to obtain documentation of a disability through the university's Disability Resource Center (<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter>)

Inclement Weather

Weather is NOT a valid excuse for missing class unless the University of Kentucky Office of Emergency Management has issued a statement concerning class delays or cancellations. The University of Kentucky has a detailed policy for decisions to close in inclement weather. The inclement weather policy is described in detail at <http://www.uky.edu/MicroLabs/documents/p-weather.pdf> or you can call (859) 257-5684.

Late Work Policy

All assigned work must be submitted during class on the date specified in assignment sheets. Late submission will be reduced in grade by 10 percentage points per business day to a maximum of three (3) days, after which a "0" grade will be recorded. Please meet your deadlines, folks!

Excused Absences Policy

Excused absences and make-up opportunities for this course will conform to the course policies established by the Office of Academic Ombudsman Services as found at www.uky.edu/Ombud/policies.php

Course Schedule and Topics (Tentative)

I FOUNDATIONAL ELEMENTS

1. *"The Life of Mary" Introduction to the Course*

The Syllabus – Overview of policies and procedures
Thematic introduction and expectations for learning

2. *Concepts of Time and Space*

It's about time.... notions of age, period, and cohort
It's about space.... geographic foundations and the aging experience
Demography and population aging
Life course as the nexus of time and space

3. *Aging Bodies*

Systems overview of normative physiological change
Why we age: culture-based history of explanation
How we age: contemporary biological theories

4. *Aging Minds*

Normative psychological change: intelligence, creativity and wisdom, learning and memory
Non-normative psychological change: depression and dementia
Psychological theories of development and advanced age

5. Family Relationships and Social Support

- Social roles, norms and expectations
- Social groups and families
- Social othering: stereotypes, stigmas, and stratification
- Social networks and support

II INTEGRATIVE THEMES

6. A Place to Grow Old

- Life course trajectories of space use and place making/meaning
- Ecological theory: environmental docility, competence, and press
- Mobility, housing transitions, and the housing continuum

7. Transitions in Work and Retirement

- Economic development and the (re) definitions of work
- Policies and practice of retirement preparation
- Retirement as a life transition: cross-national comparisons

8. Health and Decrepitude in Old Age

- Notions of system homeostasis and homeodynamics
- The disablement process: morbidity compression, chronic illness, and frailty

9. Care and Caring: Perspectives on Long-Term Care

- The care continuum and public policy
- Care environments: intersection of quality places and people
- Trajectories of death

10. The Last Days of Mary Combs

- Causes, places, and meanings of death
- Ethics of death as an intervention
- Disposition of the dead: practical and ritual considerations

11. New Age Old Age and the Political Economy of Aging

- Status of elders in changing economic times
- Aging, welfare, and the power of discrimination

12. Personal Reflection and a Requiem for Mary

Note: This schedule is subject to change because of the interactive lecture and discussion nature of the class. Our aim is to maintain flexibility to accommodate immediate and evolving group interests.

