



**Angelo State University**  
**Department of Psychology, Sociology, and Social Work**  
**SOC 4331: 010: Sociology of Aging**

**Course Dates, Time, and Location**

Spring Semester, 2010  
Tuesday and Thursday  
Section 030 12:30 9m – 1:45 pm

Academic Building, Room 115

**Instructor Contact Information**

David N. Sanders, Ph.D.  
Assistant Professor of Sociology  
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ASU Web Page: [http://www.angelo.edu/dept/psychology\\_sociology/Sanders.html](http://www.angelo.edu/dept/psychology_sociology/Sanders.html)

**Office Hours:**

**MWF**

8-9 am office hours

11-12 office hours

**Tuesday Thursday**

2-4pm office hours

**Course Description**

SOC 4331 Sociology of Aging (3-0). Outline of the sociological perspective and a survey of topical studies Aging and Gerontology. Representative topics to include family, politics, economy, religion, education, crime, population, environment, retirement and others.

**(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)**

## Course Introduction

This course is designed to provide students an introduction to social forces impacting upon the elderly and their families. Students will learn how demographic, social, economic, political, environmental, and organizational factors have an impact upon the society's readiness to respond to an increasingly aging population. Objective data are provided to illustrate the differential and combined impacts of gender, age, ethnicity, and race with respect to health status, work+income+benefits disparities, retirement opportunities and other quality of life issues. Special emphasis is given to the social and economic support needs of women who, throughout adulthood, often make bold sacrifices to fill care providing roles to their children and to increasingly complex parental structures.

This course will present an introduction to the field of Sociology. Theoretical perspectives will be covered from major theorists in the discipline to application of Sociological paradigms to its applications in everyday aging and everyday life and employment.

## Course Materials

### *Required Texts:*

Aging: Concepts and Controversies (Paperback)  
by [Harry R. Moody](#) (Author)

### Product Details

- **Paperback:** 536 pages
- **Publisher:** Pine Forge Press; Sixth Edition edition (March 4, 2009)
- **Language:** English
- **ISBN-10:** 1412969662
- **ISBN-13:** 978-1412969666
- **Product Dimensions:** 9 x 7.3 x 1 inches

*Recommended Supplemental Text: NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6<sup>th</sup> ed.).*

### *Internet Resources of Possible Interest:*

- American Orthopsychiatric Association: <http://www.amerortho.org/>
- American Public Health Association: <http://www.apha.org/>
- American Society of Criminology: <http://www.asc41.com/>
- Gerontological Society of America: <http://www.geron.org/>

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- National Association of Social Workers: <http://www.naswdc.org/>
- National Council on Family Relations: <http://ncfr.org/>
- School Social Work Association of America: <http://www.sswaa.org/>
- Society for Social Work and Research: <http://www.sswr.org/index.php>

## Grading Information

### *Grading Scale:*

90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
59 or Below = F

### *Point Values and Description for Assignments and Examinations:*

Class Participation 10%

This is relevant to attendance and engaging in class activities, including frequency and quality of participation.

Examinations 40%

There will be two (2) examinations ( 1 midterm and 1 final) in this course. Each of these examinations is worth 20% of your total course grade.

Research Paper 30%

Students will write a research paper containing the following elements:

- I. Cover Page
- II. Abstract
- III. Introduction
- IV. Literature Review (brief; however, you may have more than one subsection here)
- V. Recommendations and Conclusions
- VI. References

The research paper will conform to the standards of the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition* (2010). The length of the research paper may vary, but should be no less than 6 pages, not including the cover sheet and reference pages.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech,

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electronic media, or any other source--you must acknowledge that source. Plagiarism on the research proposal or program evaluation proposal paper will result in the student not receiving credit for her/his paper.

Presentation of Assignment

20%

A 5 minute presentation will be given regarding the subject chosen for the research paper. The presentation must cover the pertinent information of the research. Pros and cons of said research and recommendations should also be covered. More information regarding presentations will be given as the class progresses.

### Course Policies

- Please do ask questions and feel free to contact me. I am here to help you and I want you to succeed.
- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University's Class Attendance Regulations, which is available on the web at: [http://www.angelo.edu/forms/pdf/2009-2010\\_Undergraduate\\_Catalog.pdf](http://www.angelo.edu/forms/pdf/2009-2010_Undergraduate_Catalog.pdf).
- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: <http://www.angelo.edu/forms/pdf/honorcode5.pdf>.
- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.
- Late assignments may be penalized 15% when submitted after the due date.

### Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: [http://www.angelo.edu/services/student\\_life/disability.html](http://www.angelo.edu/services/student_life/disability.html).

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## General Course Objectives

Twelve possible learning objectives are listed below, not all of which will be relevant to this course. At the end of this course you, will be asked to evaluate the progress that you have made on each (even those that may not be relevant to this course) by using the following scale:

1. = *No apparent progress.*
2. = *Slight progress; I made small gains on this objective.*
3. = *Moderate progress; I made some gains on this objective.*
4. = *Substantial progress; I made large gains on this objective.*
5. = *Exceptional progress; I made outstanding gains on this objective.*

21. Gaining factual knowledge.
22. Learning fundamental principles.
23. Learning to apply course material.
24. Developing specific skills, competencies, and points of view by professionals in the field most closely related to this course.
25. Acquiring skills in working with others as a member of a team.
26. Developing creative capacities (e.g., writing for your term papers, article or chapter reviews, etc.).
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (e.g., science, liberal and fine arts, etc.).
28. Developing my skills in expressing myself orally or in writing.
29. Learning how to find and use resources for answering questions or solving problems.
30. Developing a clearer understanding of, and commitment to, personal values.
31. Learning to analyze and critically evaluate ideas, arguments, and points or view.
32. Acquiring and interest in learning more by asking my own questions and seeking answers.

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### Specific Course Competencies

Specific course competencies are listed below. At the end of this course, you will be asked to evaluate the progress that you have made on each of these specific course competencies by using the following scale:

- 1 = No Apparent Progress*
- 2 = Slight progress; I made small gains on this objective.*
- 3 = Moderate progress; I made some gains on this objective.*
- 4 = Substantial progress; I made large gains on this objective.*
- 5 = Exceptional progress; I made outstanding gains on this objective.*

- 48. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge.
- 49. Use the process of scientific inquiry.
- 50. Identify ambiguous information.
- 51. Recognize and comprehend theoretical differences.
- 52. Critically evaluate and apply knowledge to understand human behavior in the social environment.

### Calendar of Activities to Follow

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