



Department of Sociology, Social Work, and Family Science - School of Social Work
 College of Behavioral and Social Sciences

SOC3016 - Sociology of Aging

Number of Units- 3

Fall 2024

Meeting days/times (TTh 11:00 am – 12:15 pm)

Meeting location (Fermanian Center Room 201)

Final Exam: (Tuesday, 12/17/24, 10:30 – 12:00 pm)

Land Acknowledgement - this class takes place on land that is currently occupied. It is the ancestral home to the The Kumeyaay Nation: for more information about this group, please see [here](#)

Thanks to Dr. V for her assistance with some of the language in this syllabus.

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Colleen Jensen Cook, LCSW
Phone:	619-849-2471
Email:	ccook1@pointloma.edu I will answer e-mails between Monday-Friday (8 am-5 pm). Please allow up to 24 hours for a response, and plan accordingly.
Office location and hours:	Rohr Hall 102

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University (PLNU) exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Course Description

From the PLNU 2024-2025 catalog; this class is: *an analysis of aging within social contexts: the aging process, death, and dying, and the impact of psychological, economic, physiological, and social factors.*

Program and Course Learning Outcomes

Upon graduation, social work students will know and be able to demonstrate the following program learning objectives (PLOs) in their chosen discipline of social work.

Students who complete the program in Sociology will be able to:

1. Understand society and social behavior in groups and society.
2. Develop competency in social research and social analysis.
3. Demonstrate preparation for post-graduate education.
4. Demonstrate preparation for employment.

Course learning objectives (CLO's) are statements of what students are expected to know, understand and be able to do by the time they complete the course. Sociology of Aging is an upper division course aimed at helping students understand and analyze aging within the following social contexts:

Students, by the end of the course, you will:

1. define the biological, psychological, economic, physiological, and sociological changes upon individuals through the lifespan (not just when someone turns 65)
2. explain the the micro, mezzo, and macro influences cause and/or correlate to "aging well,"
3. define issues relating to death and dying,
4. describe the three major sociology theories (conflict, interactionism, and functionalism) and how they relate to the aging population,
5. develop an intentional process for generalist practice intervention and evaluation, and
6. possess an awareness ("sociological imagination") of the policy and macro intervention designed to meet the needs of the aging population.

Throughout the semester, the professor will also teach students how the following 6 IDEA course evaluation objectives are essential and important to their learning. These include:

1. *Developing knowledge and understanding of diverse populations, global awareness, or other cultures.*
2. *Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.*

3. *Developing skill in expressing myself orally or in writing.*
4. *Learning how to find, evaluate, and use resources to explore a topic in depth.*
5. *Developing ethical reasoning and/or ethical decision making.*
6. *Learning to apply knowledge and skills to benefit others or serve the public good.*

Required Texts and Recommended Study Resources*

Albom, M. (1997). *Tuesdays with Morrie*. Doubleday: New York City.

Aronson, L. (2021) *Elderhood: Redefining aging, transforming medicine, reimagining life*. New York: Bloomsbury Publishing.

Osterbur, E. (2020). *Annual editions: Aging 30th edition*. United States: McGraw Hill.

*Additional reading will be assigned by the professor and posted on Canvas.

On Canvas there are samplings of writings from diverse authors.

SCHOLARSHIP

- APA 7TH EDITION - To offer a multidisciplinary approach, this course will adhere to APA 7th edition guidelines. Please refer to the Purdue Owl website for more information.
- For your research papers, the professor expects you to use the database searches in the Ryan Library as opposed to internet articles. If you use Google Scholar, reference that article in the Ryan Library as well. The home page is found here - [Ryan Library](#)
- Refer to the PLNU Department rubrics for grading. More information on Canvas.

Course Credit Hour Information ⊛

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks.

Assessment and Grading

Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59

A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Sensitivity/Trigger Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Introduction to Social Work, we will cover a variety of topics, some of which you may find triggering. These topics include trauma, abuse, health conditions listed on the DSM-5, varying life experiences, etc. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that PLNU is approved to conduct activities regulated by that state. In certain states outside California, PLNU is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether PLNU is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

PLNU, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the

course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

MLA Style Center: Citing Generative AI

APA Style: How to Cite ChatGPT

Chicago Manual of Style: Citing Content Developed or Generated by AI

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

PLNU faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or

sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

Covenant and Community Guidelines

Consider this syllabus not as a contract but as a covenant among all of us. Let us build an environment that helps us all feel loved, welcomed, and challenged-supported, a balance of understanding where we are coming from as well as extending our growth zones—hard but necessary. Toward this end, let's keep in mind the following:

RESPECT. What does this look like? How do we embody it?

- Use inclusive language. Our words have power, so let us be considerate of what we say and write and how they may impact others. Speak up/out as needed with courage, grace, and humility.
- Give your full attention to the faculty and to your peers. Some theologians describe prayer as attention. As we seek to become our best selves to serve God's world, let us consider how we act and interact. Put away your phones, other electronic devices, and anything that takes attention away from the task at hand, while class is in session.
- Come to class on time, participate actively, and do not pack your materials before dismissal. Please plan ahead in terms of looking for parking spaces or printing materials before coming to class. We will take the entire class time, so schedule other activities around our class time.

- Be honest with your work. Do original work and give appropriate credit to the ideas of others. This includes proper citation formats on papers/projects.
- Say “I’m sorry for my mistake. Please teach me.” God created us to be interdependent beings—we cannot live alone and we grow to be “more perfect in God” when we learn from each other. Let us acknowledge when we hurt each other—even without the intent to—and be humble.

If you have any questions or concerns or just want to chat, please feel free to contact me by e-mail or make an appointment with me to talk during office hours. I look forward to building this learning community with you.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

In this class, your attendance and participation will count at 5% towards your grade. You may miss two classes without impact on your grade. If you miss 3 classes, the percentage will be reduced by 50%. If you miss 4 classes, the percentage will be reduced by 100%. I will take attendance every class meeting for accountability.

- **10 minutes.** Being late, leaving early, or missing 10 minutes of class or more counts as an absence. You are responsible for being in class the entire time. Do not schedule appointments, work, or advising meetings during our class. If faculty/advisers ask to meet with you during our class, please let them know about my policy and to plan accordingly. An email from the adviser/faculty will not excuse this absence.
- **Electronics/Phones.** Being asked to put away your electronics after class has started counts as an absence. Having your phones out after I start lecture counts as an absence, whether or not I ask you to put it away again. I will simply note your use and subtract attendance points.
- **Two Wellness Days.** I recommend saving these two days for when you are not feeling well or need more rest. You are also still responsible for turning in the homework and assignment by the deadline. Quiz/Exam dates are not open to Wellness Days. Also, PLNU policy: Absences with doctors’ notes are not considered excused absences. Professors are not to ask students for HIPPA information (medical documentation).
- **Excused Absences.** Excused absences are only those approved by the Provost for specific students participating in certain university-sanctioned activities. I get emails directly from the university with students’ names on them. If I do not receive an email from the Provost’s office for your event, it counts as an absence.

- **In-Person Learning.** With the exception of university-mandated virtual learning or if a student has been approved by the university due to health concerns (I will get an email), students who ask to be on Zoom for a class session will still be considered absent.

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Use of Technology

There are NO laptops allowed for note-taking during class meetings. Please come to class with a notebook and a pen/pencil. You may use an iPad, but note that ONLY HARD COPIES of notes are allowed during quizzes/exams in Canvas with Honorlock. My policy before virtual learning due to COVID has always been notebooks-only. When I allowed it one semester, the general outcomes have been disengagement, distractedness, and lower exam scores. Other faculty feel similarly and below are reasons why. On the following page, I included links to scholarly research that support this policy.

Why do my fellow faculty and I feel so strongly about putting away electronics in class?

1. Avoid zombie note-taking. Zombie note-taking does not equal learning. Instead of copying everything, synthesize what you are learning. Highlight what stands out to you.

<http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>

2. Avoid distracted note-taking. When you are on your laptop or phones, it is hard not to check other things. Notifications interrupt your learning process and sense-making.

http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html

3. Avoid distracting your peers. When your peers see your online activity, it interrupts learning.

<https://www.sciencedirect.com/science/article/pii/S0360131512002254>

4. Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines.

<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>

PLNU Course Modality Definitions

This is an in-person class, defined as: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

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Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance

Community Ministries Assignments

- Participation in Community Ministries (CM) is an important element to help achieve these learning outcomes and, more importantly, transformative personal and relational growth. There are three types of ministries in which you can be involved: Homeless Ministries, Children and Youth Ministries, and Visiting Ministries. Check the link below for more information on these: <https://www.pointloma.edu/offices/student-life-formation/community-ministries>
 - You will need to register as a CM volunteer. The registration link is on the site and the Instagram link in bio (@PLNUCommunity Ministries).
 - When you register, you will be able to note for which ministry/ministries you would like to be on the weekly email list.

- Each ministry team sends their WEEKLY SIGN-UP EMAIL out 48-72 hours before their event.
- If you would like to participate during a particular week, you will need to sign up to request a spot. If you request a spot, you must be 100% certain that you can attend and can fulfill the volunteer requirements. You may need to be put on a waiting list.
- The ministry leaders will email approximately 24 HOURS ahead of time to let volunteers know if they received a spot.
- Each team has limited spots and cannot always accommodate everyone and/or late sign-ups. They will do their best to balance new and regular volunteers.
- Attend and participate whole-heartedly! If you have an emergency and cannot attend, you must notify the ministry leaders ASAP so they can notify the next person on the waiting list.
- Proof of participation for this course will be given when students return to campus (see below for what is accepted in our course). Students will not be able to drive individually to the ministry sites, but will need to ride on the van provided by the university.
- IN CANVAS: To be able to earn credit, students must do/submit the following:
 - Sign-in with the student ministry leaders. I will verify student participation with the Director.
 - In previous semesters, there have been students who committed academic dishonesty (such as submitting two reflection papers but only having done one ministry visit) and thus did not earn points.
 - SECTION ONE: You will need to take a PHOTO with your team. (+5 pts)
 - The photo can be either inside the van, in front of the ministry site, or after the ministry visit, depending on the student ministry leaders' preference.
 - One ministry leader must be present in your photo from the afternoon/evening of your participation.
 - Out of respect and courtesy, do not take a photo of or with people where you are volunteering (children, unhoused people, seniors).
 - SECTION TWO: Beneath your photo, include the following information:
 - Which ministry visit did you attend?
 - Which date did you participate in the ministry visit shown in the photo?
 - SECTION THREE: Below the photo and quick information about the ministry and date of visit, you will also need to submit your observations, as if a news report. This section must be within the range of 150-200 words. This is where you would write people's names you met, some facts about the site, memorable moments during the visit. Who did you meet? What did you hear? What happened around you? What did you see? What did you do? Be specific. (+10 pts)
 - SECTION FOUR: You will then need to submit your reflections and application of key concepts and themes of the course, as if a journal. This section must be within the range of 300-400 words. (+15 pts)
 - Write ALL OF THE KEY CONCEPTS in bold face and italicized or underline them so that your TA and I can clearly see them. There are about 40+ of you (plus 40+ in

another course), so please help us read these well. Failure to do so will result in less points.

- Incorrect definitions and insufficient application of key concepts will result in less points. Aim for substantive reflections!
 - CM #1: Correctly use and integrate 1-2 key concepts/themes from weeks 1 thru 7.
 - CM #2: Correctly use and integrate 1-2 key concepts/themes from weeks 8 thru 13.
- SECTION FIVE: And for both submissions: consider how you were practicing or had difficulty practicing cognitive empathy, the sociological imagination, and cultural humility. Did you observe ethnocentrism, xenocentrism, or cultural relativism in yourself and/or among others? How did your socialization or upbringing influence your reactions, observations, and interactions? Describe specific moments during the visit.

Point Percentages

<u>Canvas Work and Critical Thinking Questions:</u>	25%
<u>Attendance and Participation:</u>	10%
<u>Exams (mid-term - 10% and final - 15%):</u>	25%
<u>Volunteering at Campus Ministries/PSCC and Reflection:</u>	15%
<u>Presentation:</u>	5%
<u>Writing (Biographical Paper, Research Paper):</u>	20%

(100%)

COURSE SCHEDULE AND ASSIGNMENTS

COURSE SCHEDULE

Professor Cook reserves the right to make adjustments to the course schedule, as needed.

Week	CLASS CONTENT OR ASSIGNMENT	Due Date
#1 9/3 9/5	Review syllabus and sign class commitment <i>Unit 1: The Phenomenon of Aging Annual Editions: Read pages 1-16.</i> <i>Tuesdays with Morrie Read pages 1-15.</i> <i>Elderhood</i> Read pages 1-12 (Birth)	Professor Get to Know - You Assignment #1

	<ul style="list-style-type: none"> ● <i>Ted Talk</i> ● <i>National Council on Aging website - Canvas</i> ● <i>World Health Organization: Aging and Life Course</i> 	Discussion #1
#2 9/10 9/12	<p><u>Annual Editions: Read pages 17-29.</u></p> <p>Canvas - 2 Ted Talks</p> <p>Aging Concepts: (Age Differentiation, Age Grading, Age Stratification, Age Appropriate)</p> <p><u>Tuesdays with Morrie Read 16 - 30</u></p> <p><u>Elderhood: Pages 13-23 (Infant: memories and lessons)</u></p>	CT Assignment #2 - for previous week Discussion #2
#3 9/17 9/19	<p><u>Unit 2: The Quality of Later Life - Pages 32-37.</u></p> <p>Canvas - County of San Diego Age Well website</p> <p><u>Tuesdays with Morrie Read 31 - 44</u></p> <p><u>Elderhood:</u> read pages 24-40 (Toddler: History, Sick, Assumptions)</p>	Pick Research Topic Discussion #3 CT Assignment #3
#4 9/24 9/26	<p><u>Unit 3: Societal Attitudes Toward Old Age</u></p> <p>Annual Editions - Pages 41-69</p> <p><u>Tuesdays with Morrie - Pages 45-57</u></p> <p>Canvas - Different US Generations</p> <p>Ecological Model - micro, mezzo, macro</p> <p><u>Elderhood:</u> Read 41-62 (Child: Houses, Resurrection, Confusion, Standards, and Other)</p>	Discussion #4 CT Assignment #4

<p>#5</p> <p>10/1</p> <p>10/3</p>	<p>Unit 4 - Problems and Potentials of Aging - Pages 72 - 107</p> <p><i>Chronic Illnesses</i></p> <p><u><i>Tuesdays with Morrie</i></u> - pages 58-73</p> <p><i>Canvas - UCSD Research on wisdom</i></p> <p><u><i>Elderhood</i></u>: Read 63-74 (Tween: Normal and Different)</p>	<p>Biographical Essay Due</p>
<p>#6</p> <p>10/8</p>	<p>Unit 5: Retirement: American Dream or Dilemma?</p> <p><u><i>Tuesdays with Morrie</i></u> - pages 74-99</p> <p><u><i>Elderhood</i></u>: Read 75-104 (Teen: Evolution, Perversions, Rejuvenation, Gaps, and Choices)</p>	<p>Watch Ted Koppel Interviews on 10/10 (no in-person class)</p>
<p>#7</p> <p>10/15</p> <p>10/17</p>	<p>Unit 6: The Experience of Dying</p> <p><u><i>Tuesdays with Morrie</i></u> - pages 100-117</p> <p><u><i>Elderhood</i></u>: Read 105-136 (Adulthood: Young Adult: Trauma, Modern, Indoctrination, Mistakes, Competence, Shame, and Bias)</p>	<p>List of References Due</p> <p>10/15 - Watch "Alive Inside"</p>
<p>#8</p> <p>10/22</p> <p>10/24 (No Class Fall Break)</p>	<p>Unit 7: Living Environment in Later Life pages 150 - 167.</p> <p><u><i>Tuesdays with Morrie</i></u> - 118 - 136</p> <p><u><i>Elderhood</i></u>: Read 137-191 (Adult: Oblivious, Language, Vocation, Distance, Values, Truth, Biology, Advocacy, Outsourced, Zealot)</p> <p><i>Canvas - Teepa Snow</i></p> <p><i>AARP Livable Communities</i></p> <p><i>Governmental Healthcare websites</i></p> <p><u>Compression of Morbidity Theory.</u></p>	<p>AARP assessment of sidewalks</p>
<p>#9</p> <p>10/29</p> <p>10/31</p>	<p>Unit 8: Social Policies, Programs, and Services for Older Americans pages 170-187.</p> <p><u><i>Elderhood</i></u>: Read 192-240. (Middle-Aged: Stages, Help, Prestige, Complexity, Combustion, Sexy, Disillusionment, Priorities, and Sympathy)</p>	

<p>#10 11/5 11/7</p>	<p><u>Elderhood:</u> Read 241-272. (Senior: Ages, Pathology, Communication, Freedom, Backstory, Longevity, Childproof, Reclamation)</p> <p><u>Tuesdays with Morrie - pages 137 - 154.</u></p>	<p>Paper Due</p>
<p>#11 11/12 11/14</p>	<p><u>Finish reading Tuesdays with Morrie</u> <u>Elderhood:</u> Read 273-323 (Old: Exceptional, Future, Distress, Worth, Beloved, Places, Comfort, Tech, Meaning, Imagination, Bodies, Classification)</p>	<p>Research Outline Due</p>
<p>#12 11/19 11/21</p>	<p><u>Work on research paper</u></p>	<p>Research Paper Due</p>
<p>#13 11/26</p>	<p><u>Presentations</u> <u>Elderhood:</u> Read 363-396 (Aged: Time, Nature, Human, Consequences, Acceptance)</p>	<p>Presentation Due</p>
<p>#14 12/3 12/5</p>	<p><u>Presentations</u> <u>Elderhood:</u> Read 363-398 (Death: Stories)</p>	<p>Presentation Due</p>
<p>#15 12/10 12/12</p>	<p><u>Class review</u> <u>Elderhood:</u> Read 403-436 (Coda and Etc.)</p>	<p>Class Review</p>
<p>Finals Week</p>	<p><u>Final exam</u></p>	<p>Final Exam Tuesdays with Morrie reflection</p>