

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: HUMS 111**  
**Course Title: Introduction to Aging and Elder Studies**

**Year: 2022-2023**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

This course presents an introductory level, interdisciplinary approach to the study of aging in American society. Sociological, biological, psychological, and demographic perspectives on the aging process are considered. The course provides an overview of theory, research, and applied aspects of aging. Prerequisites: Prior completion or concurrent enrollment in ENGL 100, MATH 090, and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

### **Course Context/Audience**

Introductory level, interdisciplinary approach to the study of aging in American society. Sociological, biological, psychological, and demographic perspectives on the aging process will be considered. The course will overview theory, research, and applied aspects of aging.

### **Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M1 Taking MATH 090 (if needed) – Course requires limited use of very basic mathematical skills.

**Reading:** R3 Course may be taken concurrently with RDNG 116.

### **Course Goals**

1. Students will explore a broad range of aspects of aging, e.g., social biological, psychological.
2. Students will explore multidisciplinary approaches to the study of aging
3. Students will critically examine prevalent myths about aging
4. Students will become familiar with demographic trends and aging in the contemporary U.S.
5. Students will become familiar with services available to aging populations in their communities.
6. Students will explore the cultural context of aging.
7. Students will explore social policy relevant to aging in the U.S.

## Course Objectives/Topics

Objective/Topic	# of Hours
Demography of Aging	3.5 Hours
Social and Historical Context of Aging	3.5 Hours
The Life Cycle	3.5 Hours
Psychological Aspects of Aging	3.5 Hours
Biological and Biomedical Aspects of Aging	3.5 Hours
Health Care and Aging	3.5 Hours
Family, Caregiving and Aging	3.5 Hours
Work, Retirement and the Economics of Aging	3.5 Hours
Diversity (Race, Ethnicity, Gender) and the Experience of Aging	3.5 Hours
Ageism	3.5 Hours
Death and Dying	3.5 Hours
Social Policy and Aging	3.5 Hours
Exams	3.0 Hours

## General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>The course requires students to present each week a current article from a news source, outline the article, present it to class, and state whether it is scholarly or non-scholarly.</p> <p>Reaction papers are assigned throughout the course on different topics relevant to aging.</p> <p>Quizzes and essay exams are given each week to assess knowledge acquisition and critical thinking.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>This course is designed to have beginning professionals reflect upon their helping relationship with aging clients. Through homework assignments and classroom exercises students learn about socio-cultural dynamics of our aging population and how the client's cultural background influences individual behavior.</p> <p>Readings, lectures, class discussions, group activities, and guest speakers provide beginning professionals with opportunities to understand people of diverse cultures.</p>

## Instructional Methods

Appropriate instructional methods for this course are lecture, individual and group discussion, media/video and paper project.

## Methods of Assessment/Evaluation

Method	% Course Grade
Weekly articles/class participation	20%
Weekly assignments	20%
Midterm Exam	30%
Final Exam	30%

## Text(s)

Novak, Mark. (2012) Issues in Aging, 34d ed. Person

Albom, Mitch. (2002) Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson. Broadway

## Suggested Readings:

Cohen, E. (2003). House on Beartown Road: a Memoir of Learning and Forgetting. Random House]

Savishinsky, J (2000). Breaking the Watch: the Meaning of Retirement in America. Cornell University Press

Sarah and A. Elizabeth Delany with Amy Hill Hearth. (1993) Having Our Say: the Delany Sisters' First 100 years, Kodansha International.

## Bibliography

Cox, Harold. Aging. Annual Editions. 10th edition. Dushkin.

Enright, Robert B. Jr. Perspectives in Social Gerontology. Allyn Bacon.

Stoller, Eleanor Palo and Rose Campbell Gibson. Worlds of Difference. Pine Forge.

The Gerontologist

Greene, Roberta R., Amanda S. Barusch and J. Richard Connelly. Social Work and Gerontology: Status Report. Association for Gerontology in Higher Education. © 1990. (Available in TCCC Library).

Johnson, Mary Ann and J. Richard Connelly. Nursing and Gerontology: Status Report. Association for Gerontology in Higher Education. © 1990. (Available in TCCC Library).

Atchley, Robert C. Social Gerontology/Sociology of Aging. Association for Gerontology in Higher Education. © 1992 (Annotated Bibliography)

## Other Learning Resources

### Audiovisual

The Annenberg/Corporation for Public Broadcasting Collection. "Growing Old in a New Age." (This is a public television series and telecourse, covering multiple perspectives on aging, available through PBS).

**Electronic**

[www.socialworkers.org](http://www.socialworkers.org)

[www.co.tompkins.ny.us/departments](http://www.co.tompkins.ny.us/departments)

[www.socialworksearch.com](http://www.socialworksearch.com)

[www.hsctc.org](http://www.hsctc.org)

[www.nohse.com](http://www.nohse.com)

**Other**

The Association for Gerontology in Higher Education.

1001 Connecticut Ave., NW

Suite 410

Washington, DC 20036-5504

(202) 429-9277