University of North Texas  
Applied Gerontology  
AGER 4560  
MINORITY AGING

Times: Internet  
Class Room: Internet  
Office: Chilton 302E  
Office Hours: Tues., 3-5, or by arrangement  
Instructor: James H. Swan  
Phone: (940) 565-3454  
E-Mail: swan@unt.edu

About the Professor / Instructor
Dr. Swan’s has a Ph.D. in sociology is from Northwestern University (1981). He has been a Professor of Applied Gerontology at the University of North Texas since 2004. His major research area has been long-term care finance and policy but has in recent years developed research in physical activity & aging. His career has been in applied areas: doing health services research, and teaching in health administration, public health, and gerontology programs. Professionally, he has oriented to public health, long being active in the Aging and Public Health Section of the American Public Health Association (APHA) and served several years as one of that section’s APHA Governing Councilors. In Texas, he has been active in the Texas Public Health Association (TPHA), currently as its President, on its executive board, governing council, and conference-planning committee. Dr. Swan has maintained a steady and active publication record for three decades, and annually presents at the APHA conference and other conferences. Dr. Swan’s teaching interests have especially focused on research, social policy in aging, health and aging, and aging services. He has a strong commitment to global aging (and has taught courses in Mexico and Nigeria).

Syllabus and Timeline Change Policy
All important information for this course should be able to be found either in this Syllabus or the accompanying Timeline (found at the end of the syllabus). Therefore, most questions about this course and the guidelines should be able to be answered with these two documents. The University attorney advises faculty members to notify students that the syllabus and timeline used for this course are not contracts and are therefore subject to change. The goal is to adhere to the schedules provided, but it is important to note that changes may be necessary to meet unforeseen needs and events. Announcements will be sent to let everyone know of any changes.
Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.unt.edu
You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Student Resources
As a student, you will have access to:

- Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.

- Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

- From within Blackboard, you will have access to the “UNT Helpdesk” tab which provides student resources and Help Desk Information.

Being a Successful Online Student
-What Makes a Successful Online Student?
-Self Evaluation for Potential Online Students

How the Course is Organized
Relevant information is located on the home page. This course is structured with weekly lectures from the instructor, plus weekly reading assignments from the required textbook and weekly required and recommended additional readings, plus weekly topics on the discussion board. Posting on the discussion board is a required and graded part of the course; and for an online class, “attendance in class” is defined as posting on the discussion board. Testing is via a midterm essay exam. Students are required to do a term paper plus an additional short paper or article review.

What Should Students Do First?
Students should first complete the Zip Code Survey located on the course home page then carefully read the syllabus regarding course requirements and assignments and note the timeline and particular assignment and exam due dates. Students may make introductions by posting to other students their greetings on the discussion board. Any
questions or queries may be directed to the instructor using the course email system.

**How Students Should Proceed Each Week for Class Activities**
All weekly instructor lectures are in a folder off the home page, as are the weekly discussion board topics, and as are any recommended readings not in the textbook. Students should submit all assignments by their due dates. The completed midterm and both papers are to be emailed to the instructor at swan@unt.edu. Specific instructions regarding preparing and submitting assignments are given below.

**Student Support**
The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:
Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130
Regular hours are maintained to provide support to students. Refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.

**Description**
Introduction to the study of minority elderly in the United States, including their physical and mental health, income security, family relations, and service issues. Course content focuses on African-American, Asian/Pacific Islander, Hispanic, and Native American elders. Satisfies the Social/Behavior Science requirements of the Core Curriculum.

**Expected Outcomes**
Upon completion of the course, the student should be able to:

1. Describe issues of race and ethnicity in the United States.
2. Relate issues of race and ethnicity to aging in the United States.
3. Understand methods, technologies, and data that social and behavioral scientists use to investigate race/ethnicity and aging.
4. Examine social institutions and processes involved in minority aging over various social structures and subcultures, historically and currently.
5. Delineate major theories of race, ethnicity, and of aging.
6. Outline disparities by race/ethnicity among older Americans.
7. Appreciate differences by race/ethnicity in adaptation to aging and ability to age successfully.
8. Discuss issues in lifestyle, needs, access to care, and service delivery relating to elders of varied racial/ethnic backgrounds.
9. Analyze historical, social, political, economic, cultural and global forces that have influenced minority aging.
10. Understand the importance of issues of diversity as they relate to the aged population.
TEXT


**Course Format**

This is an online class. The instructor will present perspectives on weekly topics, but interaction will occur via the discussion board on the class web-site. Each student will also submit written assignments by email.

**Course Requirements and Grading Criteria**

The course requirements and grading criteria are: % of Grade

1. Midterm Exam – two weeks to respond 30%
2. Term Paper -- (see below) 35%
3. Short Paper 10%
4. Discussion Board 25%

**Exam:** An essay test will cover both materials in required readings and anything I discuss in lecture. The exam will be posted on the web site, two weeks before the due date. E-mail responses to the address listed in this syllabus (swan@unt.edu), **NOT to the Learn e-mail address.**

**Term paper:** A term paper (8 to 10 pages) will be required, covering a topic from the class, and related to the literature and to theory, descriptions, and other materials from the class. A topic statement is due by February 13; an outline by March 6; a tentative bibliography (at least 8 entries) by March 27, and the paper by May 7. **Please submit in Microsoft Word, double spaced.** Please include your last name in the filename. Statements of fact, data, and opinion of others must be supported by citations, in one of two forms: 1) in-text, with author and year in parentheses; or 2) numbered citations in order of appearance, with corresponding numbering in the references. Exact restatement of another's work is quotation, should be indicated and cited (in-text citations of quotes include page numbers of the quotes). Overenthusiastic quotation without attribution (plagiarism) is grounds at least for severe reduction in grade. Cite sources of assertions that are not either: (1) your own opinion, or (2) widely-known or common-sense knowledge (if in doubt, cite). Proper citation of sources does enter into the grade. A reference section at the end should list **only sources cited.** Tables from other sources or from others' data should have citations on the table and be listed in the reference section. At least some sources should be from the peer-reviewed literature: at least 5 such sources for graduate students, at least 3 for undergraduates. Web citations are fine, but be prepared to defend the validity of the source; provide the URL, and note when you last accessed the site. Citations of books are fine, but note that most books are not peer-reviewed literature. **The textbook is not an acceptable source.** Other documents, particularly organizational documents, are acceptable. Citations of interviews you have conducted are also acceptable. The paper will be graded on the quality of your sources (including adequacy of references provided), the
organization and the overall quality.

**Short Paper:** In lieu of student presentations that would be required in the classroom, students are to submit a short paper (2-4 pages), covering a topic from the class. Follow the rules for the term paper in regards to citations and sources; but the textbook CAN be used as a source in the short papers. Due March 27.

**Discussion Board:** Topics will be posted to the class website’s discussion board, generally per class session. You are responsible for participating in discussions. You can start your own threads under each topic.

### Course Outline and Required Readings

1. **The Demographics of Minority Aging**
   - **January 20-23**
   - **Required:** Whitefield & Baker, pages 387-403.

2. **Family & Minority Aging**
   - **January 26-30**
   - **Required:** Whitefield & Baker, pages 435-453.
   - **Recommended:** Whitefield & Baker, pages 25-46.

3. **Religion & Spirituality**
   - **February 2-6** Required:
   - Whitefield & Baker, pages 47-64.

4. **Health & Minority Aging**
   - **February 9-13**
   - **Required:** Whitefield & Baker, pages 105-109, 471-486.
   - **Recommended:** Whitefield & Baker, pages 65-84, 153-171.
   - **Term Paper Topic Due**

5. **Gender, Minority Status, & Health**
   - **February 16-20**
   - **Required:** Whitefield & Baker, pages 455-469.

6. **Disability & Minority Aging**
   - **February 23-27**
   - **Required:** Whitefield & Baker, pages 111-129.
   - **Midterm Exam Posted**

7. **Mortality & Longevity**
   - **March 2-6**
   - **Required:** Whitefield & Baker, pages 131-151.
   - **Term Paper Outline Due**

8. **Nutrition, Culture & Health**
   - **March 9-13**
   - **Required:** Whitefield & Baker, pages 173-204.
   - **Midterm Exam Due**

**Spring Break**

**March 16-22**

9. **Social Networks & Minority Aging**
   - **March 23-27**
   - **Required:** Whitefield & Baker, pages 405-434.
   - **Recommended:** Whitefield & Baker, pages 265-276.
Term Paper Bibliography Due  
Short Paper Due

10. Caregiving & Minority Elders  March 30-April 3  
   Required: Whitefield & Baker, Pages 313-327.

11. Health Interventions for Minority Elders  April 6-10  

12. Neighborhoods & Minority Aging  April 13-17  
   Required: Whitefield & Baker, Pages 497-506.

13. Work & Retirement  April 20-24  
   Required: Whitefield & Baker, Pages 507-523.  

14. Health Care  April 27-May 1  
   Required: Whitefield & Baker, Pages 539-556.  

15. Public Policy & Minority Aging  May 4-7  

TERM PAPER DUE

16. FINAL EXAM DUE  May 15