University of North Texas  
Applied Gerontology  
AGER 4560  
MINORITY AGING  

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<tr>
<th>Times</th>
<th>Internet</th>
<th>Instructor: James H. Swan</th>
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<tbody>
<tr>
<td>Class Room</td>
<td>Internet</td>
<td>Phone: (940) 565-3454</td>
</tr>
<tr>
<td>Office</td>
<td>Chilton 218H</td>
<td>E-Mail <a href="mailto:swan@unt.edu">swan@unt.edu</a></td>
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<tr>
<td>Office Hours</td>
<td>Tues., 3-5, or by arrangement</td>
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**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), including as its President, is on its governing council, and conference-planning committee, and is chair of its Aging & Public Health Section. 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 gerontology 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 sent to the instructor at Blackboard messaging. 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 website. Each student will also submit written assignments by Blackboard messaging.

Course Requirements and Grading Criteria

The course requirements and grading criteria are:

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<th>Requirement</th>
<th>% of Grade</th>
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<td>1. Midterm Exam – two weeks to respond</td>
<td>30%</td>
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<tr>
<td>2. Term Paper -- (see below)</td>
<td>35%</td>
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<tr>
<td>3. Short Paper</td>
<td>10%</td>
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<tr>
<td>4. Discussion Board</td>
<td>25%</td>
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**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. Submit through Blackboard messaging.

**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 September 23; an outline by October 14; a tentative bibliography (at least 8 entries) by October 28, and the paper by December 8. 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 October 28.

Discussion Board: Topics will be posted to the class web site’s discussion board, generally per class session. You are responsible for participating in discussions. You can start your own threads under each topic. The definition of attending class is posting on the Discussion Board – for example, when the Audit Rolls are due, I would report anyone who had not posted on the Discussion Board as not attending class.

Late Work: I accept late work with no reduction in grade, within reason. But please advise me that work will be (or just is) late.

Course Outline and Required Readings

1. The Demographics of Minority Aging January 17-20
   [Read over it, even though Dr. Ingman oversaw part of the first week.]

2. Family & Minority Aging January 23-27

3. Religion & Spirituality Jan. 30 - Feb. 3
   Required: Whitefield & Baker, pages 47-64.

4. Health & Minority Aging February 6-10
   Term Paper Topic Due

5. Gender, Minority Status, & Health February 13-17
   Required: Whitefield & Baker, pages 455-469.

6. Disability & Minority Aging February 20-24
   Required: Whitefield & Baker, pages 111-129.
   Midterm Exam Posted

7. Mortality & Longevity Feb. 27-March 3
   Term Paper Outline Due

8. Nutrition, Culture & Health March 6-10
   Required: Whitefield & Baker, pages 173-204.
   Midterm Exam Due

SPRING BREAK MARCH 13-17
9. Social Networks & Minority Aging  
   **March 20-24**  
   **Required:** Whitefield & Baker, pages 405-434.  
   **Recommended:** Whitefield & Baker, pages 265-276.  
   **Term Paper Bibliography Due**  
   **Short Paper Due**

10. Caregiving & Minority Elders  
    **March 27-31**  
    **Required:** Whitefield & Baker, Pages 313-327.

11. Health Interventions for Minority Elders  
    **April 3-7**  
    **Required:** Whitefield & Baker, Pages 205-219.

12. Neighborhoods & Minority Aging  
    **April 10-14**  
    **Required:** Whitefield & Baker, Pages 497-506.

13. Work & Retirement  
    **April 17-21**  
    **Required:** Whitefield & Baker, Pages 507-523.  
    **Recommended:** Whitefield & Baker, pages 351-365.

14. Health Care  
    **April 24-28**  
    **Required:** Whitefield & Baker, Pages 539-556.  
    **Recommended:** Whitefield & Baker, pages 205-254.

15. Public Policy & Minority Aging  
    **May 3-4**  
    **Required:** Whitefield & Baker, Pages 367-377, 525-538.

TERM PAPER DUE

FINALS WEEK IS MAY 6-12. NO FINAL EXAM! WRAP UP ON DISCUSSION BOARD.  
TO COUNT TOWARD YOUR GRADE, ALL MATERIALS AND POSTS MUST BE RECEIVED BY MAY 12!

REMEMBER: SUBMIT ALL ASSIGNMENTS AND OTHER MATERIALS VIA BLACKBOARD MESSAGING (EXCEPT, OF COURSE, FOR DISCUSSION BOARD POSTS).