University of North Texas  
Applied Gerontology  
AGER 4800  
THE SOCIAL CONTEXT OF AGING: GLOBAL PERSPECTIVES

Times            Internet   Instructor: Stan Ingman  
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Office Hours Tues., 3-5, or by arrangement

Make sure you check your my.unt.edu email weekly.

About the Professor / Instructor  Dr. Ingman’s has a Ph.D. in sociology is from University of Pittsburgh (1971). He has been a Professor of Applied Gerontology at the University of North Texas since 1990. Prior to coming to UNT he taught in two medical schools: UCONN- Health Science Center and UMC- Columbia, Missouri. Major areas of interest are sustainable senior living, LTC care, geriatric medicine and aging programs and trends around the world.

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.
**Course Pre-requisites**
There is no pre-requisite course or instructor permission needed for this course.

**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](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](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](https://www.blackboard.com). 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. Testing is via midterm. Students are required to do a term paper plus make an additional short paper presentation.

**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 are asked to 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 required and recommended additional readings. Students should submit all assignments by their due dates. 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. Please refer to the website ([http://www.unt.edu/helpdesk(hours.htm)](http://www.unt.edu/helpdesk(hours.htm)) for updated hours.

**Description**  
Analysis of the aging experience in a global context, historically and currently. Topics include perceptions of aging, definition of need in old age, and models for delivering health and social services to older persons. *Satisfies the Social Sciences requirement of the University Core Curriculum.*

**Expected Outcomes**

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

1. Describe issues of the diversity of culture and family contexts of aging in the world.

2. Relate issues of private and public policies and programs for aging in the world.

3. Delineate major theories applicable to the social context of aging in a diverse world.

4. Outline differences in aging and in response to aging across various nations.
5. Think critically about political and cultural contexts around the world in responding to the needs of older persons.

6. Communicate regarding issues in lifestyle, needs, access to care, and service delivery relating to elders in different countries.

7. Understand the importance of issues of diversity as they relate to the world’s aged populations.

8. Discuss social science empirical methods used to produce findings reported in the class.

TEXT


There are additional readings, which will be made available, mostly through the course website. This can be found on Amazon and other similar used book sites.

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 prepare periodic assignments.

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) 30%
3. Short Paper 10%
4. Discussion Board 30%

**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, before the due date. E-mail responses to the address listed in this syllabus, stan.ingman@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 September February 8th; an outline by February 27th; a tentative bibliography (at least 8 entries) by March 6th, and the paper by May 4th. **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). Over enthusiastic 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.

**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.
Course Outline and Required Readings

1. Introduction: An Aging World   January 18th to 25th
   Required: Sokolovsky, Pp. 1-12, Chapt. 1

2. Why Aging in the World?   January 26th to February 1st
   Required: Sokolovsky, Chapt. 3.

3. Views of Aging Around the World  February 2nd to February 8th
   Required: Sokolovsky, Chaps. 8-9
   Recommended: Sokolovsky, Chapt. 6.

4. Life Courses Around the World  February 9th to February 15th
   Required: Sokolovsky, Chapt. 10-11.

5. The Global Environment of Aging  February 16th to February 22nd
   Recommended: Sokolovsky, Chapt. 16, 24.

6. Social Support and World Aging  February 23rd to March 1st
   Required: Sokolovsky, Chaps. 15, 20
   Recommended: Sokolovsky, Chapt. 2, 17.

7. Family in an Aging World  March 2nd to March 8th
   Required: Sokolovsky, Chaps. 28, 30,45
   Recommended: Sokolovsky, Chaps. 22, 40.

8. Roles of Aging Around the World  March 9th to March 15th
   Required: Sokolovsky, Chaps 21, 23.
   Recommended: Knodel et al., 2010, the role of parents and family members in ART treatment adherence: evidence from Thailand, Research on Aging 32(1):
Spring Break   March 16th to 22nd.

9.  Government Programs and Aging  March 23rd to March 29th
Required:  Sokolovsky, Chapts. 19.

Recommended:  Gruber & Wise, 1998, Social security and retirement:  an
Apt, 2002, Ageing and the changing role of the family and the community:  an

10.  Social Programs for Aging in the World  March 30th to April 5th
Required:  Sokolovsky, Chapts 18.
Recommended:  Plath, 2009, International policy perspectives on independence in

11.  Health and Aging in a World Context  April 6th to April 12th
Required:  Sokolovsky, Chapts 38, 41, 42.
Recommended:  Berraho et al., 2010, Body mass index, disability, and 13-year
Agrawal, 2010, Morbidity prevalence and healthcare utilization among older adults
Fillenbaum et al., 2010, Prevalence and correlates of functional status in an older
community-representative sample in Brazil, *Journal of Aging & Health* 22(3):
362-83.

12.  International Long-Term Care  April 13th to April 19th
Required:  Sokolovsky, Chapts. 43
Recommended:  Sokolovsky, Chapt. 44.
Hungwe, 2010, Evaluating older persons’ perceptions on their quality of life in an
old peoples’ institution:  a Zimbabwean case study, *Journal of Applied Gerontology*
29(3): 333-51.

13.  Aging Communities  April 20th to April 26th
Required:  Sokolovsky, Chapts. 31, 32
(Note: Dr. Swan will be out of town Nov. 13-19, but online classes go on)

14.  End of Life Issues Internationally  April 27th to May 3rd
Required:  Sokolovsky, Chapts 5.

15. The Future of World Aging May 4th to May 10th
TERM PAPER DUE
Required: Sokolovsky, pp. 491-503, Chapt. 39.

16. FINAL EXAM DUE Week of May 10th