

# General Education Course Proposal

Proposed Course: GERON 10 Introduction to Aging Studies Units 3  
Prefix No. Title

Department: GERONTOLOGY School: Health and Human Services

**GE Category (Indicate one category only):**

Foundation: A1   ; A2   ; A3   ; B4     
Breadth: B1   ; B2   ; C1   ; C2   ; D   ; E x  
Integration: B   ; C   ; D   ; International/Multicultural   

Existing Course x; Revised Course x; New Course   

Course Included in Current GE Program   

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Formerly Breadth Division 4 (Catalog description change)

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

An introduction to gerontology emphasizing theories, concepts, perspectives and research in psychological, physiological, and sociological changes occurring with aging. Cultural, ethnic, economic and political perspectives are taught by utilizing multicultural and intergenerational information and activities.

Enrollment limit per section: 40

Expected number of sections per semester – Year 1 2; Year 3 2

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

Glen C. Doyle 10/28/98 Toni Turner 10.28.98  
Department Chair Date School Curriculum Committee Date

Kenneth D. Shipley 10-28-98 Paul Arnold 12/15/98  
School Dean Date General Education Subcommittee Date

Brandt Kehoe 12/22/98  
Associate Provost Date

September 21, 1998  
Interdisciplinary Gerontology Program

**Attachment # 2: General Syllabus:**

**Proposed Course: GERON 10: Introduction to Aging Studies**  
Previously part of Breadth--Division 4--Personal Life and Growth

**Geron 10**                      **Introduction to Aging studies**                      Semester, Year  
3 units, no prerequisite

**Catalog Description:** An introduction to gerontology emphasizing theories, concepts, perspectives and research in psychological, physiological, and sociological changes occurring with aging. Cultural, ethnic, economic and political perspectives are taught by utilizing multicultural and intergenerational information and activities.

**General Education:** This Course meets General Education requirements. For students with catalogs 1998 99 or earlier it meets the requirement for BREADTH, DIVISION 4. For all other students, it meets the requirement for LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT, Area E.

**Instructor:** Name  
**Office:** Instructor's office  
**Phone/email:** Instructor's office  
**Office Hours:** Instructors office hours (minimum of five hours per week)  
**Phone/email:** Instructor's office phone/voice mail number, email address  
**Program Office:** San Ramon 2 Room 45  
**Program phone:** 278-5484  
**Textbooks:** The following textbooks are required for the course; they can be purchased at the campus book store.  
Text: Cox, H.G. (1996) Later Life, The Realities of Aging.  
(4th Edition) Upper Saddle River, NJ: Prentice Hall.  
Assignments from reference books, current journals, and research information.

**Options:**

- Fills the requirements for General Education, Area E.
- May be used as a pre-requisite for the Gerontological Specialist Certificate.
- Optional requirement for Gerontology Minor.
- May be taken on Internet.

**Goals**

- (1) Define gerontology and geriatrics.
- (2) List disciplines involved in aging studies.
- (3) Describe two gerontological theories based on psychology and sociology.
- (4) Describe two biological theories, psychological theories, and sociological theories of aging.
- (5) Identify normal and pathological physiological aging changes, and reflect on the importance of nutrition and exercise to the health of the older individual.
- (6) Apply human development theories about "life course" to the life of a younger and older person.
- (7) Compare and contrast approaches three different cultures use with elders.

- (8) Identify issues and problems of the older person and their families.
- (9) Analyze the effect of historical events to social issues, economics and aging policies.
- (10) Integrate readings from the text and lectures, with the interdisciplinary aspects of psychology, sociology, anthropology, physiology, and multicultural issues.

**Teaching Methods:**

Lecture, guest speakers; AV: videos, slides, movies; individual and group presentations; interviewing an older person; writing in journals--entries on Internet.

**Course Topics:**

(Topic 1) The Emergence and Scope of Gerontology

Topic 1 includes

- Rationale for basing the study of gerontology, on psychology, physiology, and sociology
- Definition of terms
- Demography relating the young and the old

Topic 2 Theoretical Perspectives on Aging

Topic 2 includes:

- Gerontological concepts and theories and research methods
- Gerontological theories based on psychology
- Gerontological theories based on sociology

Topic 3 Historical and Cross-Cultural Comparisons of Aging

Topic 3 includes

- Gerontological theories based on anthropology
- Demographic transition and the aging of the worlds population
- Life span, life expectancy and the changing status of the elderly

Topic 4. Physical and Health Correlates of Aging.

Topic 4 includes

- Identify normal and patho-physiological aging changes
- Nutrition and exercise
- Biological theories of aging
- Age related physiological changes in aging
- Major causes of sickness, chronic illness, and death

Topic 5 Psychological and Sociological Theories about aging.

Topic 5 includes

- Psychological and human development theories of aging
- Sociological theories of aging
- Personality development as a lifelong process
- Performance changes in aging and adjustment to aging

Topic 6. Social Aspects of Changes in Later Life

Topic 6 includes

- Age Norms, Age Constraints, and Adult Socialization Environment --life space
- Age, Gender, And Longevity
- Religion/spirituality

- Topic 7. Multicultural Aspects of Aging  
Topic 7 includes  
Characteristics of Aging Minority group Members  
Demographic Characteristics  
Social aspects
- Topic 8 Prototypes of Aging  
Topic 8 includes  
Family patterns in later life  
Work, leisure, and retirement patterns  
Living Environments in later life  
The pattern of changing relationships, death and dying
- Topic 9 Economics, Exploitation and Politics of aging  
Topic 9 includes  
Aging and the Aged  
The future

**Course Calendar:** Approximate dates for topics to be covered, readings and assignments due.

**Note:** (It should be noted that there are emergencies and the course calendar may need to be changed)

**Criteria for evaluating student work:** Each syllabus will state the criteria which will be used in grading (assigning points) and the standards used for high quality work.

**Eligibility for a passing grade:** Each syllabus will state the criteria needed for a passing grade.

**Eligibility for General Education Credit:** General Education Policy, General Notes for Area E: "No General Education credit will be given for any course in which the student received less than a 'C' grade."

**Grades:** The syllabus will contain a grading scale and indicate precisely how GE credit in this course can be earned.

**General Information:**

1. Attendance policy.
2. Missed quizzes, make-up work, late paper policy.
3. Cheating and plagiarism.

The University has a written policy on cheating and plagiarism which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work. (Schedule of Courses)

4. Students with disabilities

**If you are a disabled student, please identify yourself to the instructor so that reasonable accommodation for learning and evaluation within the course can be made. For additional assistance, contact Services of Students with Disabilities, Madden Library, Room 1049, 2782811**

5. Other specific policies for this course

September 21, 1998  
Interdisciplinary Gerontology Program

Attachment # 3: A Typical General Syllabus:

Proposed Course: **GERON 10: Introduction to Aging Studies**  
Previously part of Breadth--Division 4--Personal Life and Growth

California State University Fresno  
Interdisciplinary Gerontology Program

### SYLLABUS

**Geron 10**                      **Introduction to Aging Studies**    Fall Semester, 1998  
3 units, no prerequisite

**Catalog Description:**        An introduction to gerontology emphasizing theories, concepts, perspectives and research in psychological, physiological, and sociological changes occurring with aging. Cultural, ethnic, economic and political perspectives are taught by utilizing multicultural and intergenerational information and activities.

**General Education:**        This Course meets General Education requirements. For students with catalogs 1998-99 or earlier, it meets the requirement for BREADTH, DIVISION 4. For all other students, it meets the requirement for LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT, AREA E.

**Instructor:**                    Glen C. Doyle  
**Office:**                            San Ramon 2, Room 45  
**Phone/email:**                278-7307(voice mail) email address: glen\_doyle @ csufresno.edu  
**Office Hours:**                Monday 1300-1330/ Wednesday 0900-1200; and by appointment  
**Program Office:**              San Ramon 2 Room 45  
**Program phone:**              278-5484  
**Textbooks:**                    The following textbooks are required for the course; they can be purchased at the campus book store,  
Text: Cox, H.G. (1996) Later Life, The Realities of Aging.  
(4th Edition) Upper Saddle River, NJ: Prentice Hall.

**Fees:** No special fees

**Options:**

Fills the requirements for General Education, Area E.  
May be used as a pre-requisite for the Gerontological Specialist Certificate.  
Optional requirement for Gerontology Minor.  
May be taken on Internet-WebCT

**Goals:**

- (1) Define gerontology and geriatrics.
- (2) List disciplines involved in aging studies.
- (3) Describe two gerontological theories based on psychology and sociology.
- (4) Describe two biological theories, psychological theories, and sociological theories of aging.
- (5) Identify normal and pathological physiological aging changes, and reflect on the importance of nutrition and exercise to the health of the older individual.

- (6) Apply human development theories about "life course" to the life of a younger and older person.
- (7) Compare and contrast approaches three different cultures use with elders.
- (8) Identify issues and problems of the older person and their families.
- (9) Analyze the effect of historical events to social issues, economics and aging policies.
- (10) Integrate readings from the text and lectures, with the interdisciplinary aspects of psychology, sociology, anthropology, physiology, and multicultural issues.

**Course Topics:**

Topic 1	The Emergence and Scope of Gerontology	(1 week)
Topic 2	Theoretical Perspectives on Aging	(1 week)
Topic 3	Historical and Cross-Cultural Comparisons of Aging	(1 week)
Topic 4.	Physical and Health Correlates of Aging	(1 week)
Topic 5	Psychological and Sociological Theories about Aging.	(1 week)
Topic 6.	Social Aspects of Changes in Later Life	(2 weeks)
Topic 7.	Multicultural Aspects of Aging	(1 week)
Topic 8	Prototypes of Aging	(4 weeks)
Topic 9	Economics, Exploitation and Politics of Aging	(3 weeks)

**Teaching Methods:**

Lecture, guest speakers; AV: videos, slides, movies; individual and group presentations; interviewing an older person; writing in journals--entries on Internet.

**Assignments:**

1. Read assigned chapters in text. Weekly quiz (10, plus 2 bonus quizzes)
2. Two papers (The University General Education policy states that each course in lower division GE must have a 2,000 word writing requirement.)
  - a. Three page paper
    - Interview a older person (over sixty-five, preferably 75)
    - Ask about childhood memories, school and work history, families, and present life events.
  - b. Eight page paper
    - Compare and contrast the treatment of elders from two different cultures.

**Grading Criteria:**

Both papers should be typed with a title page.  
 Papers should follow an outline.  
 Use one citation/one reference on first paper.  
 Use APA style.  
 Paper will be graded on content and readability.  
 Grammar, punctuation and spelling will count.  
 Reference list with one citation on 1st paper and 10 on Term Paper.

3. Journal (at least one page) -
  - To receive maximum points have journals in every Friday. Journal entries may be handwritten. Content should include your observations and reactions to different aspects of aging. Include comments on articles you have read, reading assignments, and your experiences. Graded only on promptness of submission.
4. Final. Questions will be from weekly quizzes and lectures. Eighty percent of questions will be from weekly quizzes and twenty percent from lectures. Final will be given in Room PHS 106 on Monday, Dec. 14 at 1315.
5. Attendance expected. Three absences are permitted.





### UNIT III

#### ADJUSTMENT PATTERNS AND CHANGING LIFE STYLES

- Week 8. Family Patterns in Later Life (Topic 8)  
Oct, 19 Grandparents, widows & widowers, alternative lifestyles and second marriages.  
Excerpts from Video: "Dance with the White Dog" .
- Week 9. Work, Leisure, and Retirement (Topic 8)  
Oct. 26 Depiction of aging in literature; historical events of cohorts.  
Panel of elders.  
Slides: "Work-Play and Elders (Reunion)"
- Week 10. Death and Dying/ The Pattern of Changing Relationships (Topic 8)  
Nov. 2 Anticipatory grief, survivorship  
Kubler Ross--Stages.  
Hospice.
- Week 11. Living Environments in Later Life (Topic 8)  
Nov. 9 The Translocation Pattern--Home, hospital, skilled nursing facility, residential care for elderly facility.  
Personal adaptation to aging.  
Slides: "Residential Care" (The newest type of care)  
Video: "Travelers in Time"

### UNIT IV

#### SOCIETAL ISSUES CONFRONTING OLDER AMERICANS

- Week 12. Aging Minority Group Members--Triple Jeopardy (Topic 7)  
November 16 Caregiving  
Health.  
Demographics.  
Social aspects of aging.
- Week 13. The Economics of Aging (Topic 9)  
Nov. 23 Economics of Retirement (security),  
Private enterprise and service delivery  
Politics and government service delivery system  
*Term Paper due on Wednesday*  
*Thanksgiving Holiday*
- Week 14. Exploitation of the Aged: (Topic 9)  
Nov. 30 Crimes, confidence games, and frauds.  
Elder abuse (mandatory reporting)
- Week 15. Politics and the Government Service Delivery System, (Topic 9)  
Dec. 7-9 Impact of education on the aging person  
Social Security, Medicare, In home supportive services  
Review
- Final **December 9th, last day of instruction**  
Final December 14th @ 1315-1515

**Assignments: Reading and Submission of papers.**

- Quiz on Monday of every week, except November 23rd and 30th.
- Journal entries due on Friday every week except November 25th

		<u>Later Life</u>
Week 1	Overview	Chapter 1 & 16
Week 2	Theoretical Perspectives on Aging	Chapter 2
Week 3	Historical and Cross-Cultural Comparisons	Chapter 3
Week 4	Biological and Health Correlates	Chapter 4
Week 5	Psychological Changes in Later Life <i>First paper due</i>	Chapter 5
Week 6	Age Norms, Age Constraints	Chapter 6
Week 7	Religion and Aging	Chapter 15
Week 8	Family Patterns in Later Life	Chapter 8
Week 9	Work, Leisure, and Retirement	Chapter 9
Week 10	Death and Dying/Changing Relationships	Chapter 11
Week 11	Living Environments in later life	Chapter 10
Week 12	Aging Minority Group Members	Chapter 7
Week 13	The Economics of Aging Politics and Government Service Delivery System <i>Term Paper due</i>	Chapter 12 Chapter 14
Week 14	Exploitation of the Aged	Chapter 13
Week 15	Impact of Education on the Aging Person Social Security, Medicare, In-home Supportive Services Review	
December 9th,	Last day of instruction-- <i>Compilation of Journal entries is due.</i>	
Final	Final December 14th @ 1315-1515	

**Course Requirements:**

		<b>Points</b>
1.	Responsible for reading assignments--(12 quizzes).	180
2.	E-mail address by second week	
3.	Regular attendance expected	
4.	Two papers (typed) 2,000 words	
	Interview/Biography Paper (3 pages)	100
	Term Paper (8 Pages)	300
5.	Weekly journal	120
6.	Final examination	<u>300</u>
TOTAL		<u>1000</u>

*GE writing requirement requires 2,000 words of writing. The writing must be student composition, which may include essays, essay examinations and journals or lab books. At least one half of the written material is to be in the form of a multiparagraph, i.e., a sustained argument.*

<b>Grading Criteria:</b>	<b>Points</b>
1. Responsible for reading assignments Twelve quizzes based on reading and lecture (15 points each)	180
2. Email address by 2nd week	
3. Attendance: Three absences acceptable and excused. (10 Points will be subtracted from total score for each unexcused absence)	
4. Type 2 papers. (Requirement for Lower Division--GE) .	
a. Three page paper (Due, Fri. September 28, 1998) Short biography of an older relative or friend--over 65. Discover birth place, events of childhood, middle age, and include daily activities.	100
b. Eight page Term Paper (Due, Wed., November 23, 1998) Compare and contrast the treatment of elders in two different cultures, <u>or</u> compare and contrast issues that provide an impact for older and younger generations.	300
<p>Term Paper should be typed and include a title page and reference list. Use APA style, and include ten references and citations. Papers will be evaluated for organization, content, readability, neatness, grammar, punctuation and spelling. Include introduction, narrative, and summary.</p>	
5. Weekly Journal--Due Every Friday Weekly entries should be one full page neatly handwritten, typed, or email. Record experiences and interactions with elders and include attitudes and feelings about aging. Question your observances, and find answers in gerontological journals. Entries in the journal will not be graded. Some reference should be made to readings and lectures. Confidentiality is assured. All entries, including hard copies of email, should be saved to be re-submitted on the last day of class.	120
6. Final Eighty percent of final will be compilation of quiz questions and twenty percent on lectures and outside reading assignments. All students, regular and internet, must be on campus or proctored for final. Final December 14th @ 1315-1515	300
<b>Total possible points</b>	<b>1000</b>

A=900-1000= (90%)  
B=800-899 (80%)  
C=700-799 (70%)  
D=600-699 (60%)  
F=0- 599

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