

General Education Course Proposal

Proposed Course: GERON 111 Heritage and Aging Units 3
Prefix No. Title

Department: Gerontology School: College of 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___; Revised Course___; 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.

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)

Catalog Description: Aging is continual from birth to death. Events throughout a person's life coincide with dates of many different historical, cultural, and humanistic occurrences. Students explore the interrelationship of events to an elder's heritage, creativity, and potential for successful aging.

Enrollment limit per section: 40

Expected number of sections per semester - Year 1 1; 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

[Signature] 2-10-00
Department Chair Date

[Signature] 3-30-00
School Dean Date

[Signature] 4/14/00
Associate Provost Date

[Signature] 3-30-00
School Curriculum Committee Date

[Signature] 4/14/00
General Education Subcommittee Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S 54

May 3, 1999--Resubmitted
Interdisciplinary Gerontology Program

Attachment # 2: General Syllabus:

Proposed Course: **GERON 111: Heritage and Aging**

GERON 111: Heritage and Aging Semester, Year
3 units, no prerequisite

Catalog Description: Aging is continual from birth to death. Events throughout a person's life coincide with dates of many different historical, cultural, and humanistic occurrences. Students explore the interrelationship of events to an elder's heritage, creativity, and potential for successful aging.

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. (This course has been taught under G.E. for many years.)

Instructor: Name
Office: Instructor's office
Office Hours: Instructors office hours (minimum of five hours per week)
Phone/email: Instructor's office phone/voice mail number, mail & 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.
Cole, T. R., & Van Tassel, D. D., & Kastenbaum, R.(Eds.). 1992
Handbook of the Humanities and Aging. New York:
Springer Publishing Company.
Grun, B., (1990). The Timetables of History. The New Third
Revised Edition. New York: Simon & Shuster.
Roof, L., & Atherton, C., (1989) Promoting Successful Aging.
Chicago: Nelson-Hall.
Strauss, W., & Howe, N., (1991). Generations: The History of
America's Future, 1584-2069. New York: Morrow &
Company, Inc.

Options: This course:
Fills the requirements for General Education, Area E.
May be used as a core requirement for a minor in Gerontology.
May be used as an elective course for the Gerontology
Specialist Certificate.
Could be taken through distance learning.

Fees: There are no fees attached to this course.

Course Goals: At the successful completion of this course, the student should be able to:

- (1) Identify the perceived relevance of an elder's memories to their heritage, including childhood, adolescence, young adulthood, middle and old age.
- (2) Categorize memorable events into seven areas: history, politics; literature, theater; religion, philosophy and learning; visual arts; music; science, technology, growth; and daily life.
- (3) Demonstrate methods to use when interviewing older individuals.
- (4) Compare and contrast certain characteristics assigned to the Lost Generation (1883-1900); GI Generation (1900-1925); Silent Generation(1925-1946), and Boomers (1943-1960).
- (5) Analyze two basic qualities of successful aging.
- (6) Identify two physiological, sociological, and psychological aging theories.
- (7) Describe the humanistic view of the life span of an elder.
- (8) Analyze and synthesize the impact of literature, theater, music and visual arts on the lives of elders.
- (9) List three famous older artists, poets, and authors.

Behavioral Objectives:

At the conclusion of this course the student should be able to demonstrate the ability to:

- (1) Interview an older person and:
 - a. Describe his or her memories of events from childhood through adolescence, young adulthood, middle age and old age.
 - b. Delineate the older persons perception of the importance of seven areas of life memories: history, politics; literature, theater; religion, philosophy and learning; visual arts, music; science, technology; growth and daily events.
- (2) Compare and contrast certain characteristics, assigned to the: Lost Generation(1883-1900); GI Generation (1900-1924); Silent Generation (1925-1946) and Boomers (1948-1960)
- (3) Analyze two basic qualities of successful aging.
- (4) Identify two physiological, sociological, and psychological aging theories.
- (5) Describe the humanistic approach view of the life-span of an elder.
- (6) Analyze and synthesize the impact of literature, theater, music and visual arts on the lives of elders.
- (7) List a famous older artist, poet and authors.

Course Topics:

- (Topic 1) Images of Aging Approximately 3 weeks
Topic 1 includes at least all of the following:
(a) Definition of frequently used terms
(b) Various Images portrayed
(c) The various aspects of heritage and aging
- (Topic 2) Perspectives on Older Persons Approximately 4 weeks
Topic 2 includes at least all of the following
(a) Generations
(b) Old age and elders in history
(c) Age change theories
(d) The Life span developmental approach

Course Calendar: Approximate dates for topics to be covered, reading and assignments due are in the next section..

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.

May 3, 1999--resubmitted
Interdisciplinary Gerontology Program

Attachment # 3: Typical Syllabus

Proposed Course: **Gerontology 111 Heritage and Aging**
Previously: (Breadth--Division 4--Personal Life and Growth)

Proposed Course: **GERON 111 Heritage and Aging** Spring 1999
3 units, no prerequisites
Wednesday 1210-1510
Room: AS 164 (Also distance learning in the CSUF Center at COs)

Catalog Description: Aging is continual from birth to death. Events throughout a person's life coincide with dates of many different historical, cultural, and humanistic occurrences. Students explore the interrelationship of events to an elder's heritage, creativity, and potential for successful aging.

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. (This course has been taught under GE. for many years.)

Instructor: Glen C. Doyle
Office: San Ramon 2, Room 45a
Office Hours: Mon. 0900-1200
Tues. 1300-1600
(Feel free to drop by office or make appointments at other times.)
Phone 278-7307
Email glend@csufresno.edu.
Program Office: San Ramon 2, Room 45
Program Phone: 278-5484

Textbooks: The following textbooks are required for the course and can be purchased at the campus book store.

- Cole, T. R., Van Tassel, D. D., & Kastenbaum, R.(Eds.) (1992). Handbook of the Humanities and Aging. New York: Springer Publishing Company.
- Grun, B., (1990). The Timetables of History: The New Revised Edition. New York; Simon & Shuster.
- Roof, L., & Atherton, C., (1989) Promoting Successful Aging. Chicago: Nelson-Hall.
- Strauss, W., & Howe, N., (1991). Generations: The History of America's Future, 1584-2069. New York: Morrow & Company, Inc.

Options: This course:
Fills the requirements for General Education, Area E.
Is used as a core requirement for a minor in Gerontology.
Is an elective course for a Gerontology Specialist Certificate.
Distance Learning is used.

Fees: There are no fees attached to this course

Course Goals: At the successful completion of this course, the student should be able to:

- (1) Identify the perceived relevance of an elder's memories from childhood, adolescence, young adulthood, middle age and old age, to their lives.
- (2) Categorize memorable events into seven areas: history, politics; literature, theater; religion, philosophy, learning; visual arts; music; science, technology, growth; and daily life.
- (3) Demonstrate methods to use when interviewing older individuals.
- (4) Compare and contrast certain characteristics, assigned to the Lost Generation (1883-1900); GI Generation (1900-1925); Silent Generation (1925-1946), and Boomers (1943-1960)
- (5) Analyze two basic qualities of successful aging.
- (6) Identify two physiological, sociological, and psychological aging theories.
- (7) Describe the humanistic approach view of the life-span of an elder.
- (8) Analyze and synthesize the impact of literature, theater, music and visual arts on the lives of elders.
- (9) List three famous older artists, poets and authors.

Behavioral Objectives:

At the conclusion of this course the student should be able to demonstrate the ability to:

- (1) Interview an older person and:
 - a. Describe his or her memories of events from childhood through adolescence, young adulthood, middle age and old age.
 - b. Delineate the older persons perception of the importance of seven areas of life memories: history, politics; literature, theater; religion, philosophy and learning; visual arts, music; science, technology; growth and daily events.
- (2) Compare and contrast certain characteristics, assigned to the: Lost Generation(1883-1900); GI Generation (1900-1924); Silent Generation (1925-1946) and Boomers (1948-1960)
- (3) Analyze two basic qualities of successful aging.
- (4) Identify two physiological, sociological, and psychological aging theories.
- (5) Describe the humanistic approach view of the life-span of an elder.
- (6) Analyze and synthesize the impact of literature, theater, music and visual arts on the lives of elders.
- (7) List three famous older artists, poets and authors.

Course Topics:

(Topic 1) Images of Aging	Approximately 3 weeks
(Topic 2) Perspectives on Older Persons	Approximately 4 weeks
(Topic 3) Qualities of Successful Aging,	Approximately 3 weeks
(Topic 4) The Humanities And Aging	Approximately 3 weeks
(Topic 5) Humanistic Gerontology	Approximately 2 weeks

Assignments:

1. Homework/class work.

Reading assignments are an important part of this course. The exchange of information between students and faculty is paramount to successful learning and small group dynamics.

2. Interview.

- The interview of an older person will become the base for the class discussion and integration of theories.
- The focus will be on memories from five stages of life: childhood, adolescence, young adult, middle age, and events of the present time.
- All students will be required to conduct an interview with an older person. The pattern of the interview will be based upon the text book--Time Tables of History. Using this book, the interviewer and interviewee will discuss the seven categories and relate them to their own five stages of life: childhood, adolescence, young adult, middle and old age.

The categories:

1. History/politics
2. Literature/theater
3. Religion/philosophy/learning
4. Visual arts
5. Music
6. Science/technology/growth
7. Daily life events

- The textbook Generations: The History of America's Future, 1584-2069 will be utilized to determine the nature and characteristics of the older person belonging to a specific generation.
- The textbook Successful Aging will provide guidance related to physical and psychological aspects mentioned in the interview.
- The textbook Humanities and Aging will assist in developing in cultural aspects of the interview.

3. Interview Paper. (The University General Education policy states that each upper division writing course must have a 4,000 word writing requirement.)

The 5-6 page interview paper should contain a detailed record of the interview, a report synthesizing the relationship between the elders life, time lines of history interviewee's specific generation and their heritage.

4. Three cultural events.

A portion of this class is devoted to discussing current cultural activities . It is important for students and persons working with elders to be conversant about this aspect of an their heritage. Students should visit and write a one page critique about three different current artistic events, such as a museum, art gallery, speech, play, musical, ballet, symphony or multicultural opportunities. The California State University Fresno Campus has art galleries, plays, music presentations and the University Lecture Series. (Information about these events will be distributed.)

5. Oral presentation(s):

Three oral presentations.

(1) A brief organized report and description of the interview and interview process. (15 minutes)

(2) Poetry Reading

One poem by an older poet or about older people shall be chosen by the student to be presented to the class.

(3) A report of a visit to cultural event.

6. Final Exam.

The final examination will be composed of five essay questions about the five topics. Only four questions need to be answered. Clear, concise answers should reflect main points covered in lectures and reading assignments. The final exam will be held on Wednesday, May 19, 1999, 1200-1400 in our classroom. Bring the large blue books.

Course Calendar:

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Student Participation</u>
PART I: AGING, OLD AGE, AND ELDERS IN HISTORY			
Week 1		Introduction Overview of Course Requirements and Grading	
Week 2		Images of Aging Time Lines of History The Interview Process	
Week 3		Life Span Developmental approach 1. Erikson Developmental Stages 2. Levinson Stages and Crises of Males 3. Newgarten Stages of Families 4. Sheehy New Theory	
Week 4		Life Review, Recollection and Reminiscence	
PART II: GENERATIONS AND THE EFFECT OF HISTORICAL EVENTS			
Week 5	2/24	Perspectives of Aging Generations The Lost Generation Discussion of Cultural Events attended	
Week 6	3/3	The Generations The Silent Generation The GI Generation The Boom Generation Discussion of Cultural Events attended	
Week 7	3/10	Interviews Old Age and Elders in History	(Oral Reports)
PART III ASPECTS OF AGING			
Week 8	3/17	Qualities of Successful Aging One specific culture and aging Share information about the Irish Multiculture and aging	
Week 9	3/31	<i>Spring Break</i> An Overview of changes Physiological aspects of aging Psychological aspects of aging Social aspects of growing older	
Week 10	4/7	Health, Environment, and Relationships	
PART IV ARTISTIC EXPRESSION AND CREATIVITY			
Week 11	4/14	Aging and Meaning	(Sharing of poems)
Week 12	4/21	The Humanities and Aging	
Week 13	4/28	Artistic Expression: The Creative Process. A Life Span Approach.	(Interview report)
Week 14	5/5	Humanistic Gerontology Literary Gerontology Comes of Age The State of the Art Wisdom and acceptance of stages ending in death.	
Week 15	5/12	Review Last Day of Instruction	

Homework	Assignments	Text	Pages
Week	Date	Reading Assignments	
1	1/27	Introduction	Timetables (Forward)
2	2/3	Images of Aging	Humanities & Aging (4-60) Successful Aging (1-20) Time Lines of History (564-5)
3	2/10	Life Span Developmental approach Reminiscence Therapy	Successful Aging (85-107)
4	2/17	Life review, recollection and reminiscence	<i>(Oral Report of Cultural Event)</i>
5	2/24	Perspectives of Aging Generations The Lost Generation	Successful Aging (21-39) Generations (1-60) Generations (247-261)
6	3/3	The GI Generation The Silent Generation The Boom Generation	" (261-278) " (279-295) " (299-317)
7	3/10	Interviews Old Age and Elders in History	(Oral Report of Interview) Humanities (62-96)
8	3/17	Qualities of Successful Aging One specific culture and aging Everyone to share information and facts about the Irish. Multiculture and aging <i>Spring Break</i>	Humanities (xi-xxiv) (Discussion of Cultural Events)
9	3/31	An overview of: Physiological aspects of aging Psychological aspects of aging Social aspects of growing older	(Interview Paper Due) Successful Aging (57-85) (re-read) " (85-107) " (127-147)
10	4/7	Health, Environment/Relationships	Successful Aging (107-127)
11	4/14	Aging and Meaning	Humanities (215-217) (Reading of Poetry)
12	4/21	The Humanities and Aging	
13	4/28	Artistic Expression Multiculture and Aging	Humanities (241-248)
14	5/5	The Creative Process: A Life Span Approach Humanistic Gerontology The state of the art, Literary gerontology comes of age, Wisdom and acceptance of stages ending in death. (Discussion of Cultural Event) (Reports of Three Cultural Events Due)	(258-285) (326-441) (329-331)
15	5/12	Last day of instruction	

Course Grading and Requirements:

Class Attendance Expected (Ten Points off total score for unexcused absence)		
Poetry Presentation (Oral Presentation)	4/14/	100
Oral Presentation of Cultural Event	2/17,	50
Oral Presentation of Interview	3/3	100
Interview Paper due (8 pages)	3/31	400
Written reports of 3 Cultural Events	5/5	150
Final		200
		1000

A=92%=920 to 1000 points

B=84%=840 to 919 points

C=75%=750 to 839 points

D=65%=650 to 749 points

F=Less than 650 points

General Information:

1. Regular attendance expected(10 points off total score for unexcused absence)
2. Ten points off for late papers
3. Cheating and plagiarism is totally unacceptable

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 on 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.
All papers must be typed.