



Sociology of Aging

SOC 3100 (101)

Fall 2019

August 26, 2019 – December 13, 2019

Class Location: TAMUCT Distance Ed Online Course

Professor: Dr. Anastacia Schulhoff

Office Hours: by appointment

Email: schulhoffam@appstate.edu

Course Description: This course will provide a broad overview of the physical, psychological, social, and cultural aspects of aging. Major concepts, issues, and current research on aging will be analyzed, and current and proposed federal, state, and local programs impinging on the aged will be examined.

Course Objectives: This core seminar in the Gerontology curriculum provides students with an introduction to and comprehensive overview of the multidisciplinary field of Gerontology. Substantive, conceptual, and methodological issues central to the study of adult development and aging are explored through online and in-person collaborative learning opportunities (roundtable discussions, group presentations, and projects), on-going reading and journaling, and formal learning projects. Particular attention is given to the following topics: the origins and intent of Gerontology as an academic field and professional practice; aging demographics; cross-cultural perspectives; multidisciplinary theoretical approaches; ageism and age stereotypes; economics and aging; social policies and programs; mid- and late-life transitions; diversity and aging; bio-/psycho/social/spiritual aspects of aging; and health and illness in later life.

LEARNING OUTCOMES: As a result of participating fully in this class you can expect to

- use a multidisciplinary approach to understand the adult development and aging process;
- recognize issues and concepts central to the study of adult development and aging;
- describe what are considered to be the typical social, psychological, and biophysical changes that occur as part of the human aging process;
- identify the basic political and economic issues of old age;
- recognize the importance of social, cultural, and historical context in shaping aging experiences;
- recognize the variability of individual aging experiences due to gender, race/ethnicity, class, and other factors contributing to diversity and difference;
- describe and compare traditional and contemporary theories of adult development and

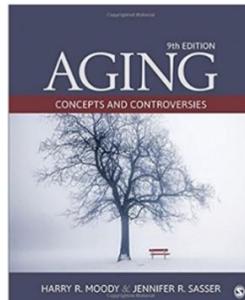
- aging;
- assemble information about potential career, learning, and service opportunities in Gerontology; and
 - demonstrate your ability to use scholarly literature from multiple disciplines in order to examine a Gerontological problem or topic.

Contacting Your Instructor:

The best way to contact me is through email aschulhoff@tamuct.edu I check my email every day during the week. Allow 24-48 hours for a response. Do not wait until the last minute to email me if you have a question or concern. 😊

Required Reading Materials:

- Moody & Sasser, 2017. *Aging: Concepts and Controversies*. SAGE. ISBN-13: 978-1506328003 and ISBN-10: 1506328008
- Loe, 2011. *Aging Our Way: Lessons for Living from 85 and Beyond*. Oxford University Press. ISBN-10: 0199797900 or ISBN-13: 978-0199797905
- Academic articles will be posted to Canvas. You will need to read these articles when they are assigned because we will be discussing these in class. Material from these sources, as well as any movies/documentaries, or news articles might be in the exams.



**Aging: Concepts and Controversies* by Moody & Sasser
AND



Aging Our Way: Lessons for Living from 85 and Beyond 1st Edition
by Meika Loe

Course requirements:

Below is a description of the six main activities for this course. They include (1) reading assignments, (2) weekly discussion board postings, (3) weekly quizzes, (4) informant interview assignment, (5) Our Future Selves final paper, and (6) midterm exam & final exam.

1. **Reading assignments and Discussion Board Postings:** Readings from the textbook are listed in the course schedule below. Students should complete the weekly readings before attempting to take a quiz and before answering the weekly discussion board question(s). Prepare ahead of time so you have the language and knowledge to fully participate in a shared intellectual discussion and to successfully complete the quiz/exams and discussion board.

I will also provide you with academic articles, links to news articles, or video to watch in, depending upon student interest in the course material and current events. Quizzes and your final exam will include questions on any of these academic article readings, supplemental videos, and news articles.

Discussion Boards: Each weekly unit contains a discussion board question. You can locate the “discussion board” by clicking on the tab entitled “discussions” on the main page of our canvas site. Your original post addressing the weekly discussion question I post to you each week should be made no later than **5pm (CST) each Wednesday**. Final postings commenting upon your peers’ posts and answering anybody who posted to your initial response should be made no later than **11:59pm (CST) each Sunday** -- late postings will not be given credit.

If you do not post on time each Wednesday you will earn a six point out of ten point deduction because I am attempting to create a “discussion” amongst your peers, you, and I. Posting late or waiting until the last minute before the forum closes does not foster a discussion. So, please post on time and do not wait until the last minute.

The discussion board responses are evaluated on thoroughness, ability to think critically about the subject matter, and use of course content and terms. I am assessing if you are mastering the course material, so make sure you refer back to the textbook or any films we watch in this class to show me you are engaging with the material and are knowing how to apply it. Glib and non-critical discussion board responses will not receive credit. Thus, if you are flippant with your comments, you will receive a zero-point value for that week’s discussion. Discussion board participation is mandatory. Your weekly postings will be assessed by the following guidelines and, as you can see, this **rubric heavily assesses the quality of your postings**. See below:

Weekly Discussion Posting Grading Criteria (Rubric)	Weekly Point Value = 10
<i>Meaningful Ideas:</i> Ideas examine the topic from a race and ethnicity theoretical perspective that contributes to the group understanding of the topic.	3
<i>Message Coherence:</i> Messages explain issues, effectively questions, or meaningfully elaborates on the topic by using course material. You MUST USE and DEFINE course terms and APPLY those terms in your initial post each week. These terms and theories are in your textbook. Make sure to cite the page numbers and so you do not plagiarize words or ideas.	3
<i>Relevance of Replies to those who Responded to Initial Post:</i> Responds to the people who are engaging with your ideas via your initial post and relate it back to the course content.	2
<i>Relevance of Replies to Other Messages:</i> Responses elaborates, contradicts, modifies, or explains the original message. DO NOT state “I agree with....” Or “I like what you said....” posts. You need to add something intellectual to the conversation and “I agree” or “I like” comments are not intellectual contributions and will not receive credit.	2

Students will participate on our course discussion board for 16 of the 16 weeks. There are 150 points in total for the discussion board posts. The introductory discussion board during the first week is not graded. All other discussion boards (week two to 16) will be graded.

- A. **The initial, primary response** should reflect familiarity with the readings, and should answer the question as completely and thoughtfully as possible. Responses must demonstrate substance beyond the student’s agreement with a statement or the mere expression of opinions. **The student should support his/her responses in some way with references to the assigned readings or data from another course source.**

****A note on quotations:** Discussion posts should be in your own words. You can assume everyone has done the readings, so there is no need to re-state large portions of the reading material in your posts. Please use quotations sparingly, i.e., only to orient one another to specific, brief passages in the readings (with page numbers cited in parentheses). Posts that include mostly quotations or lengthy quotations will not receive any credit. This ill-advised practice merely adds clutter to the discussion process and is inappropriate for our purposes.

B. Additional Secondary Response

After another student has made his/her own initial response, the student must make a secondary response to what another student wrote. This secondary response need not be a half page in length, but it should entail at least a couple of sentences or more. This secondary response should **be substantive**, and you should attempt to support your response in some way from the readings. Make sure to cite your textbook by using course information in your posts). Remember that your **primary task is NOT to agree or disagree, but to analyze another's post in a thoughtful, critical (and respectful) way.**

C. My Responses: Dr. Schulhoff will frequently respond to selected posts and threads. It is the student's responsibility to read her responses to these posts. Sometimes inaccurate information is presented by students that should be corrected, and the purpose of instructor replies is to alert the class to such information. Your professors' intent is to make sure the concept has been covered adequately, not to engage in a debate on the topic.

D. Netiquette: All students are expected to follow rules of common courtesy in all messages and threaded discussions. Students may refer to the Student Handbook (located under Student Affairs/Student Conduct on the Texas A&M University-Central Texas website) for further information along these lines. Please also see the note on appropriate communication located in the "Syllabus & Course Requirements" folder on Canvas. Inappropriate or offensive messages or remarks may result in expulsion from the course. The discussion board postings are worth 100 points in total.

2. **Quizzes:** You will have weekly quizzes in Canvas system covering lectures and readings for the week. You will need to complete the quizzes using the course website and you can locate the quizzes in the "Weekly Unit" tab under the section entitled "Quiz #." **Each Sunday , by 5pm Central Standard Time (EST), quizzes will become available to you. You must complete the quiz by 5pm CST the following Sunday.** If you fail to complete your quiz by that time, you will receive a "0". There are no makeup quizzes unless you have university approved absence documentation such as medical notes or police reports. Quizzes are worth 10 points each for each of the 15 quizzes which add up to 100 points. Each quiz will cover the readings and other material assigned for that same week.
3. **Informant & Paper:** You will need to find someone who is 65 or older whom you are comfortable talking to – this can be a grandparent, neighbor, friend, etc. This person will be an informant for you throughout the semester, and you will be asked to write a five-page paper based on your informant's responses to questions/topics of your choosing. Course material/class concepts/terms must be used when writing about the interview. More information on the paper will be provided. This assignment is worth 100 points.
4. **Mid-term exam.** The mid-term exam covers readings, discussions, and any other supplemental material we engaged with during the first half of the semester. You can

expect the format to be a combination of multiple choice, matching, T/F, and short essay questions. This exam is worth 100 points.

5. **Aging Our Way & Your Future Older Self paper:** The paper will be an academic APA or MLA formatted five page, double spaced, 12-point font paper that asks you to reflect about the book “Aging Our Way” by imaging your future older self. In this paper you will apply class material and gerontological research to those reflections and the book “Aging Our Way.” Detailed instructions for this assignment and a grading rubric will be posted to Canvas. This paper must use material from the textbook and assigned book in order to support your claims/observations. It is worth 100 points.
6. **Final Exam:** There will be one final exam that covers readings, discussions, and any other supplemental material we engaged with during the semester. You can expect the format to be a combination of multiple choice, matching, T/F, and short essay questions. This will be an in-class, in-person exam during finals week. The final exam is worth 100 points.

EVALUATION OF LEARNING:

Students will be evaluated through their participation in weekly quizzes, discussions/reading reflections/in-class worksheets, an interview/applied methods paper, a research paper, a mid-term exam, and a final exam. Points are earned in the following ways and will be totaled at the end of the class based on the following scale.

Coursework	Points
Discussion Board Postings 10 @ 10 = 100 points	100
Weekly Quizzes 10 @ 10 = 100 points	100
Informant Paper	100
Aging Our Way & Our Future Selves paper	100
Mid-term exam	100
Final Exam	100
<i>Total:</i>	600

Points	Percent	Grade
520 - 600	90 – 100%	A
440 - 519	80 – 89%	B
370 - 439	70 – 79%	C
210 - 369	60 – 69%	D
0 – 209	0 – 59%	F

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Having technical problems does not excuse you for assignments. Prepare ahead of time, make sure you have a stable and secure internet connection, and that your computer/laptop is stable.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Sunday s.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available)

or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a

concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](#) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800

Course Schedule

Week 1. August 26th -- September 1st

Topics	Introduction	Complete
Course Introductions	Syllabus Overview and Saying “Hello”	Nothing Due = Purchase textbook and begin reading course content <ul style="list-style-type: none"> • Watch Tuesdays With Morrie • Post on Discussion Board
	Watch = Tuesdays With Morrie https://www.youtube.com/watch?v=E463tZdAGn4	

Week 2. September 1st - September 8th

Topics	Read Moody & Sasser - Preface to pg. 53	Complete
		<ul style="list-style-type: none"> • Quiz 1 due Sunday, 11:59pm (EST) • Discussion Board Posts Due No later than Wednesday & Sunday
	September 2, 2019 - Labor Day (University Closed)	

Week 3. September 8th - September 15th

Topics	Read pgs. 55-96	Complete
Bodies growing old	Article TBD and posted in Canvas Take quiz https://www.livingto100.com/calculator **great quiz to share with family and friends	<ul style="list-style-type: none"> • Quiz 2 due by Sunday at 11:59pm (EST) • Discussion board postings

Week 4. September 15th – September 22nd

Topics	Read pgs. 97-132	Complete
Intelligence and Creativity Decline?	Cognitive Decline and Normal Aging http://alzheimers.emory.edu/healthy_aging/cognitive-skills-normal-aging.html	<ul style="list-style-type: none"> • Quiz 3 due by Sunday at 11:59pm (EST) • Discussion Board Postings

Week 5. September 22nd – September 29th

Topics	Read pgs. 133-198	Complete
Healthcare and Long-term care	The Green House Nursing Home Alternative https://youtu.be/14Ap1ByNgKE	<ul style="list-style-type: none"> • Quiz 4 due by Sunday at 11:59pm (EST) • Discussion Board Postings

Week 6. September 29th – October 6th

Topics	Read 201-264	Complete
Family Care-givers and full rights as a citizen and human being?	Thou Shalt Honor http://www.youtube.com/watch?v=CmZ1dOgMZk8 http://www.youtube.com/watch?v=AKSvQa29gvQ&mode=related&search Burnout Among Caregivers http://www.youtube.com/watch?v=NO7by51YnXs	<ul style="list-style-type: none"> • Quiz 5 due by Sunday at 11:59pm (EST) • Discussion Board Postings

	Symptoms of Caregiver burnout https://youtu.be/da-4GEaWK4I	
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Week 7. October 6th – October 13th

Topics	Read pgs. 265-296	Complete
The Right to Choose Life or Death?		<ul style="list-style-type: none"> • Quiz 6 due by Sunday at 11:59pm (EST)

Week 8. October 13th – October 20th

Topics	<p>Mid-term exam</p> <ul style="list-style-type: none"> - You can take it anytime during this week – Oct. 13th and no later than October 20th at 11:59pm (EST). - Once the exam is open you can not close it and re-open it at a later time. 	Complete
		<ul style="list-style-type: none"> • Mid-Term Exam

Week 9. October 20th – October 27th

Topics	Read pgs. 297-330	Complete
Public Policy		<ul style="list-style-type: none"> • Quiz 7 due by Sunday at 11:59pm (EST) • Discussion Board Postings

Week 10. October 27th – November 3rd

Topics	Read pgs. 331-400	Complete
Social Security & Spending on Long-term care	https://youtu.be/l4Ap1ByNgKE	<ul style="list-style-type: none"> • Quiz 8 due by Sunday at 11:59pm (EST) • Discussion Board Postings

Week 11. November 3rd – November 10th

Topics	Read pgs. 401-442	Complete
Retirement	Retirement Gamble – Frontline https://www.pbs.org/wgbh/frontline/film/retirement-gamble/	<ul style="list-style-type: none"> • Quiz 9 due by Sunday at 11:59pm (EST) • Discussion Board Postings

Week 12. November 10th - November 17th

Topics	Read pgs. 443-492	Complete
Aging Boomers	November 11, 2019 - Veteran's Day (University Closed)	<ul style="list-style-type: none"> • Quiz 10 due by Sunday at 11:59pm (EST) • Discussion Board Posting

Week 13. November 17th - November 24th

Topics	Watch Video: Family Matters / San Pascual Academy	Complete
Intergenerational Connections and cultural differences in aging	http://www.youtube.com/watch?v=ITMsRBYEGSc	<ul style="list-style-type: none"> • Discussion Board Post due by Sunday at 11:59pm (EST)

Week 14. November 24th – December 1st

Topics	Flex week to catch up	Complete
	November 28-29, 2019 Thanksgiving (University Closed)	

Week 15. December 1st - December 8th

Topics	No new readings in textbook. Flex week to catch up course work and readings in the textbook.	
	Informant Paper due December 4th by 11:59pm (EST) Reading, research, and writing for “Informant Paper” and “Aging Our Way & Our Future Older Selves” paper that is due next week.	

Week 16. December 8th – December 13th

Topics	No new readings from textbook. Turn in your “Aging Our Way and My Future Older Self” paper on Monday, December 9th 2019 No emailed submission will be accepted.	
	December 13 th - last day of class	
	Final Exam – anytime between December 8th to December 13th, 11:59pm (EST)	Enjoy your winter break! 

The Instructor reserves the right to change the syllabus based upon student interest and current events.

Gerontology Resources and Organizations

Administration on Aging	Alzheimer's Association
AARP (American Association of Retired Persons)	American Cancer Society
American Geriatrics Society	American Heart Association
American Society on Aging	Centers for Disease Control
Federal Inter-Agency Forum on Aging Related Statistics	UNC Institute on Aging
Gerontological Society of America	US Bureau of the Census
National Academy of Elder Law Attorneys	Social Security Administration
National Council on the Aging	Southern Gerontological Society
National Institute on Aging	Sociological Tour Through Cyberspace - Gerontology
North Carolina Division of Aging and Adult Services	