**GLOBAL AGING**

**Syllabus**

**Spring Term, 2014**

**PHE 562[[1]](#footnote-1)/UNST 421**

3 credits

 CRN: 64087/66017

Friday, 4:00 - 6:20 p.m.

Urban Center (506 SW Mill St.), Room 411

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**Required Textbook**:

Kunkel, S. R., Brown, J. S., & Whittington, F. J. (2014). *Global aging: Comparative perspectives on aging and the life course.*  New York, NY: Springer Publishing Company.

Additional assigned readings will be posted on D2L.

**Course Description**

This multidisciplinary, three-credit course focuses on trends and consequences associated with an aging global population through readings, discussion, guest lectures, and student research.

Course topics include: global demographic trends; the role of the government, multinational corporations, and non-governmental organizations in global aging; disability and active life expectancy; health and health care systems; long-term services and supports; work and retirement; families and caregiving; housing and age-friendly environments; and cultural competence in an aging world.

**Course Learning Outcomes\***

By the end of this course, the students should be able to:

* Understand and be more aware of the phenomenon of global population aging, including variations by region, country, and within country, and the implications for policy and practice *(diversity of human experience, ethics and responsibility).*
* Think critically about issues pertaining to population aging in different countries and regions throughout the world through readings, discussion, and assignments *(critical thinking, ethics and responsibility).*
* Provide opportunities for learning and engaging in the classroom about later life in countries other than the U.S., including the cultures, experiences, challenges, contributions, and needs of older adults and their communities *(inquiry and critical thinking, communication).*

(\*Note: UNST goals associated with a given learning outcome are listed in italics after each learning outcome; since PHE 562 and 563 are required for Capstone students, some UNST goals are detailed in the PHE 563 syllabus)

**General Course Requirements and Expectations**

Attendance at each class session is mandatory. In the event of extenuating circumstances, the student is responsible for reporting those, in advance if possible, and making alternate arrangements with Dr. Neal. Each unexcused absence constitutes grounds for lowering the course grade by one level (e.g., from an A- to B+).

Students should expect to spend approximately four hours per week on the readings and assignments associated with this course.

It is expected that students will be respectful of the classroom learning environment, which includes, among other things, turning off phones before the class begins, refraining from text messaging in class, and leaving computers/PDAs/I-Phones off unless working on a project that requires the internet. Side conversations, texting, and checking emails, Facebook/Twitter accounts, or the like during class is unacceptable and will constitute grounds for lowering the course grade.

Accommodations for students with disabilities are coordinated among the student, faculty, and the Disability Resource Center (DRC). Students with accommodations approved through the DRC are responsible for contacting Dr. Neal no later than Wednesday of the second week of the term (April 9) to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately.

Plagiarism will not be tolerated in this course. When quoting another’s work in your written assignments, you must use quotation marks and cite the source. Sources must be provided when reviewing and synthesizing literature.

All students must adhere to the PSU student code of conduct: <http://pdx.edu/dos/psu-student-code-conduct>.

**Specific Course Requirements**

* Completion of all required reading assignments
* Completion of all required written assignments (E-mail all assignments by 3:30 p.m. on the date noted in the course outline to wernher@pdx.edu)
* Active participation in the course and activities, including classroom discussions

**Assignments and Grading**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points** | **Due Date** |
| Class Preparation and Participation\* | 25 | ongoing |
| Media/ Current Event Presentation | 15 | TBD |
| Profile of Aging in X Country | 20 | 4/25/14 |
| Research Paper Outline with References | 5 | 5/2/14 |
| Research Paper | 25 | 5/30/14 |
| Research Presentation | 10 | 6/6/14 |
| **Final Course Grade** | **100 Points Total** |  |

\* Graduate students will be held to a higher standard for all assignments. The research paper will be longer/more detailed, and graduate students also will be expected to lead the discussion of one week’s readings as part of their class participation.

**Description of Assignments**

* **Class Preparation and Participation.** Each class session will include discussion of the reading and its application to the life situations of older people and their families throughout the world. It is expected that students will attend each class and come to class prepared to comment on the reading and respond to the discussion questions posed at the conclusion of each chapter. **Attending each class, being attentive during class sessions, reading the assigned material prior to each class,** and **participating thoughtfully in class discussions** will count for **25%** of the final grade. (Graduate students are also required to lead a discussion of one week’s readings.)
* **Media/Current Event**: Prepare a brief presentation concerning something from the **popular media** (e.g., a video, newspaper or magazine ad or article, greeting card, comic strip, joke) that depicts some aspect of global aging. Describe the selection, explain why you selected it and how it relates to global aging, and pose a question to the class for discussion. (**15%**)
* **Profile of Aging in a Selected Country**: Develop a short written profile of aging within a country selected from a list of countries provided in this syllabus (2-3 pages single-spaced, excluding references; 12-point font; 1-inch margins). The profile should include information about the country’s demographic characteristics, key aging-related policies, health and social services, and critical issues and opportunities associated with the country’s aging population. (**20%**).
* **Research Paper Outline with References, Final Paper, and Presentation**: The research paper (8-10 double-spaced pages for undergraduate students, 11-13 pages for graduate students) will focus on a theme of interest to you related to aging in one or more countries (e.g., social, cultural, political, economic, environmental, and/or health-related aspects of aging).

A 1-2 page **outline** will be due on May 2. The outline should begin with 2-3 sentences describing the focus of the paper (the research question being addressed), then outline the paper’s major sections, and conclude with a list of at least 5 peer-reviewed journal articles that will be used as source documents. (**5%**)

The **research paper**, due on May 30, should be based on the available academic literature and include citation of a minimum of 6 academic, peer-reviewed journal articles and 2 other professional sources (e.g., books, book chapters). Newspaper and magazine articles and books written for lay audiences may be cited as well but will not replace the requirement to cite the academic literature. The paper should be 8-10 pages in length (excluding references), double-spaced, with 1-inch margins. (**25%**)

American Psychological Association (APA) format should be used for in-text citations and references. Specifically, use the author-date method of citation: Jones and Davis (1994) found that... or: A recent study (Jones & Davis, 1994) found that... (See the American Psychological Association's (APA) publication manual or <http://owl.english.purdue.edu/owl/section/2/10/> for additional examples.)

Students will **present** the findings from their research in a timed, three-minute presentation on June 6, 2014. (**10%**)

**Course Outline by Week:**

| **Week/Date/Topic** | **Classroom Activities** | **Required Readings** | **Assignment Due** |
| --- | --- | --- | --- |
| **Week 1**4/4/14Global Aging Trends and the Study of Global Aging | * Introductions
* Course Overview
* Global Aging: An Unprecedented Phenomenon
* Discuss country options for Profile
* Sign-up for media presentation date
 | * Chapter 1 (pp. 1-26)
 |  |
| **Week 2**4/11/14Demographic Perspectives on an Aging World | * Media presentations
* Presentation and discussion of topic
* Discussion of Profile of Aging in X Country
 | * Chapter 2 (pp. 27-52)
* Chapter 4 (pp. 75-108)
 |  |
| **Week 3**4/18/14Theories of Aging; Disability and Active Life Expectancy  | * Media presentations
* Presentation and discussion of topic
* Overview of research paper outline
 | * Chapter 5 (pp. 109-128)
 |  |
| **Week 4**4/25/14Age-Friendly and Healthy Communities | * Media presentations
* Presentation and discussion of topic
* Review of expectations for research paper and presentation of findings
 | * TBN
 | **Profile of Aging in X Country** |
| **Week 5**5/2/14Work and Retirement (Guest speaker: Jost Lottes) | * Media presentations
* Presentation and discussion of topic
 | * Chapter 8 (pp. 193-218)
 | **Research Paper Outline with references** |
| **Week 6**5/9/14 The Welfare State and Global Aging; Health and Health Care Systems (Guest speaker: Cory Bolkan) | * Mid-course check-in by University Studies/Capstone
* Media presentations
* Presentation and discussion of topic
 | * Chapter 3 (pp. 53-74)
* Chapter 6 (pp. 129-162)
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| **Week 7**5/16/14Long-Term Services and Supports; Families, Caregiving, and Community Support Systems | * Media presentations
* Presentation and discussion of topic
 | * Chapter 7 (pp. 163-192)
* Chapter 9 (pp. 219-254)
 |  |
| **Week 8**5/23/14Cultural Variations and Perceptions of Aging | * Media presentations
* Presentation and discussion of topic
 | * Eyetsemitan (pp. 58-70, GH & GA) – To be provided
* Hooyman & Kiyak – To be provided
 |  |
| **Week 9**5/30/14Global Aging and Global Leadership | * Media presentations
* Presentation and discussion of topic
 | * Chapter 10 (pp. 255-266)
* Yach (pp. 47-57, GH & GA) – To be provided
 | **Research** **Paper** |
| **Week 10**6/6/14 Student Research Presentations | * Student research findings presentations
* Course evaluation
 |  | **Timed** **3-minute research findings presentation** |
| **Finals Week** | No class |  |  |

**List of Potential Countries for Profile and Final Report/Presentation\*:**

1. Argentina
2. Australia
3. Austria
4. Botswana
5. Brazil
6. Canada
7. China
8. Costa Rica
9. Cuba
10. Czech Republic
11. Denmark
12. Egypt
13. Estonia
14. Germany
15. Great Britain
16. Greece
17. Hungary
18. India
19. Ireland
20. Israel
21. Italy
22. Japan
23. Kenya
24. Luxembourg
25. Malaysia
26. Malta
27. Mexico
28. The Netherlands
29. New Zealand
30. Norway
31. Pakistan
32. The Philippines
33. Romania
34. Singapore
35. Slovakia
36. Slovenia
37. South Africa
38. South Korea
39. Spain
40. Sweden
41. Switzerland
42. Taiwan
43. Thailand
44. Turkey
45. Uganda
46. United States
47. Zimbabwe

\*Additional countries may be requested, but adequate available academic literature must be shown to be available.

**Supplemental (Optional) Reading:**

**Global Aging Overview**

* Kinsella, K., & He, W. (2009). *An aging world: 2008* (U.S. Census Bureau Publication No. P95/09-1). Washington, DC: U.S. Government Printing Office. <http://www.census.gov/prod/2009pubs/p95-09-1.pdf>
* Shrestha, L.K. (2000). Population aging in developing countries. *Health Affairs,* *19*(3), 204-212.
* Matcha, D. (2007). *The Sociology of Aging: An International Perspective.* Cornwall-on-Hudson, NY: Sloan Publishing.

**Theories on Aging and Conceptual Models**

* Hooyman, N.R., & Kiyak, H.A. (2008). *Social Gerontology: A Multidisciplinary Perspective* (8th ed.). New York, NY: Pearson.
* Rowe, J.W., & Kahn, R.L. (1987). Human aging: usual and successful. *Science, 237*(4811), 143-149.
* Marshall, V.W. (1996). The state of theory in aging and the social sciences. In R.H. Binstock & L.K. George (Eds.), *The Handbook of Aging and the Social Sciences* (4th ed.). New York, NY: Academic Press.
* Matcha, D. (2007). *The Sociology of Aging: An International Perspective.* Cornwall-on-Hudson, NY: Sloan Publishing.

**Healthcare Systems**

* Kinsella, K., & He, W. (2009). *An aging world: 2008* (U.S. Census Bureau Publication No. P95/09-1). Washington, DC: U.S. Government Printing Office. <http://www.census.gov/prod/2009pubs/p95-09-1.pdf>
* Geriatric Center Nepal. (2010). *Status report on elderly people (60+) in Nepal on health, nutrition and social status focusing on research needs*. Kathmandu, Nepal: Ramchandra Marg, Battisputali-9.

<http://www.globalaging.org/health/world/2010/nepal.pdf>

* Matcha, D. (2007). *The Sociology of Aging: An International Perspective.* Cornwall-on-Hudson, NY: Sloan Publishing.

**Public Health Issues of Older Adults**

* Kautz, T., Bendavid, E., Bhattacharya, J., & Miller, G. (2010). AIDS and declining support for dependent elderly people in Africa: Retrospective analysis using demographic and health surveys. *British Medical Journal, 340*(c2841), 1-6.

<http://www.globalaging.org/health/world/2010/depend_aids.pdf>

* Geriatric Center Nepal. (2010). *Status report on elderly people (60+) in Nepal on health, nutrition and social status focusing on research needs*. Kathmandu, Nepal: Ramchandra Marg, Battisputali-9.

<http://www.globalaging.org/health/world/2010/nepal.pdf>

**Economic Systems of Support for Older Adults**

* Jackson, R., Strauss, R., & Howe, N. (2009). *Latin America’s aging challenge: Demographics and retirement policy in Brazil, Chile, and Mexico.* Washington, D.C.: Center for Strategic and International Studies. <http://csis.org/files/media/csis/pubs/090324_gai_english.pdf>
* Geriatric Center Nepal. (2010). *Status report on elderly people (60+) in Nepal on health, nutrition and social status focusing on research needs*. Kathmandu, Nepal: Ramchandra Marg, Battisputali-9.

<http://www.globalaging.org/health/world/2010/nepal.pdf>

* Bohle, P., Pitts, C., & Quinlan, M. (2010). Time to call it quits? The safety and health of older workers. *International Journal of Health Services, 40*(1), 23–41.

**Aging in Nicaragua**

* Neal, M.B., Wilson, K.B., DeLaTorre, A., & Lopez, M. (2010). A service-learning program in Nicaragua: Aging, environment, and health. *Global Aging - Issues & Action, 6*(2), 19-28.

**National and International Social Policies Supporting Older Persons**

* HelpAge International. (2008). *Investing in social protection in Africa.* London, UK: Sylvia Beales and Charles Knox.

<http://www.globalaging.org/pension/world/social/socialprotection.pdf>

* United Nations. (2002). *Report of the second world assembly on ageing: Madrid, 8-12 April 2002*. New York, NY.

<http://www.globalaging.org/agingwatch/docs/mipaa.pdf>

* Matcha, D. (2007). *The Sociology of Aging: An International Perspective.* Cornwall-on-Hudson, NY: Sloan Publishing.

**The Role of Multinationals and NGOs**

* Gorman, M. (2002). Global aging – the non-governmental organization role in the developing world. *International Journal of Epidemiology. 31*, 782-785.
* Mwangi, S.M. (2009). International nongovernmental organizations (NGOs) related to aging. In Palmore, E., Whittington, F., & Kunkel, S. (Eds.), *The International Handbook on Aging* (pp. 77-85). Santa Barbara, CA: ABC-CLIO, LLC.

**Housing and Environments for the Elderly**

* Matcha, D. (2007). *The Sociology of Aging: An International Perspective.* Cornwall-on-Hudson, NY: Sloan Publishing.
* Chiuri, M.C. & Jappelli, T. (2008). Do the elderly reduce housing equity? An international comparison. *Journal of Population Economics, 23*(2), 643-663.

# Additional Books Pertaining to Global Aging and Health:

# Bosworth, B. & Burtless, G. (Eds.) (1998). *Aging societies: The global dimension*. Washington, DC: The Brookings Institution.

* Markides, K.S. (2007). *Encyclopedia of health and aging.* Los Angeles, CA: Sage Publications.
* McDaniel, S. A., & Zimmer, Z. (Eds.) (2013). *Global ageing in the twenty-first century: Challenges, opportunities and implications*. Surrey, England: Ashgate.
* Palmore, E., Whittington, F., & Kunkel, S. (Eds.), (2009). *The international handbook on aging*. Santa Barbara, CA: ABC-CLIO, LLC.
* Robinson, M., Novelli, W., Pearson, C., & Norris, L. (Eds.) (2007). *Global health and global aging*. San Francisco, CA: Jossey-Bass.

# Sokolovsky, J. (2009). *The cultural context of aging: Worldwide perspectives.* Westport, CT: Praeger Publishers.

# Tirrito, T. (2003). *Aging in the new millenium: A global view.* Columbia, SC: University of South Carolina Press.

**Journals Pertaining to Global Aging:**

* *The International Journal of Aging and Human Development*

<http://baywood.com/journals/previewjournals.asp?id=0091-4150>

* *International Journal of Ageing and Later Life*

<http://www.ep.liu.se/ej/ijal/>

* *Journal of Aging Studies*

<http://www.journals.elsevier.com/journal-of-aging-studies/>

* *The Gerontologist*

<http://gerontologist.oxfordjournals.org/>

* *Global Ageing – Issues & Action*

<http://www.ifa-fiv.org/>

1. Public Health Education 562 also serves as 3 credits for University Studies 421 students enrolled in the Global Aging and Health: Enhancing Communities in Nicaragua education abroad course. [↑](#footnote-ref-1)