

# GLOBAL AGING

## Syllabus

### Spring Term, 2015

**PHE 562<sup>1</sup>/UNST 421**

3 credits

CRN: 64087/66017

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

Urban Center (506 SW Mill St.), Room 220

**Instructor** Margaret B. Neal, Ph.D.  
Director, Institute on Aging (IOA), PSU  
**E-mail** [nealm@pdx.edu](mailto:nealm@pdx.edu)  
**Telephone and Voice Mail** 503.725.5145  
**Fax** 503.725.5100  
**Office** URBN 470Q

**Co-Instructor** Alan DeLaTorre, Ph.D.  
Research Associate, IOA  
**E-mail** [aland@pdx.edu](mailto:aland@pdx.edu)  
**Telephone and Voice Mail** 503.725.5134  
**Fax** 503.725.5100  
**Office** URBN 470S

**Teaching Assistant/Team Leader** Iris Wernher, MS  
Graduate Research Assistant, IOA  
Doctoral student in Urban Studies  
**E-mail** [wernher@pdx.edu](mailto:wernher@pdx.edu)  
**Telephone and Voice Mail** 503.725.5236  
**Fax** 503.725.5100  
**Office** URBN 470L

### 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.

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<sup>1</sup> 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. Note: please be sure to see PHE 563/UNST 421 syllabus on page 11 of this document.

## 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 10) 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](mailto: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	4/24/14
Research Paper Outline with References	5	5/1/14
Research Paper	25	5/29/14
Paper Presentation	10	6/5/14
<b>Final Course Grade</b>	<b>100 Points Total</b>	

\* Graduate students will be held to a higher standard for all assignments and will take on additional responsibilities as outlined in the syllabus.

## 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. (All students will be required to lead one discussion of readings and graduate students will be required to lead two discussions of 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 2-page profile that shares pertinent data and information regarding aging and older adults within a country selected from a list of countries provided in this syllabus. The profile should provide a brief introductory narrative (i.e., 1-2 paragraphs), followed by visualized data (e.g., graphs, charts) that highlight country-specific facts and trends. **(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).

An **outline** for your paper (1-2 pages) will be due on May 1. The outline should begin with 2-3 sentences describing the purpose of the paper (the research question being addressed), then outline the paper's major sections, and conclude with a list of at least 4 academic, peer-reviewed journal articles that will be used as source documents. **(5%)**

The **research paper**, due on May 29, 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. (10-12 pages for graduate students). For more information on the requirements for this paper, see next page. **(25%)**

Students will **present** an overview of their papers in a timed, three-minute presentation on June 5. **(10%)**

## Requirements for the Research Paper

The paper should be written in a **formal style**, in third person. NO prior knowledge of the subject should be assumed on the part of the reader/instructor (e.g., no jargon or undefined acronyms). Papers should be well-written, accurate, with spelling and punctuation errors, poor grammar, and poor sentence structure corrected before submission. Papers must be typed, double-spaced with one-inch margins, with pages numbered. Use NO special covers; simply staple the pages together.

To document your work, cite other authors' work in the text of your paper, not in footnotes. 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.)

For the references section at the conclusion of your paper, follow the APA style as used in the Global Aging textbook for listing references. If you cite works in the body of your paper that are referenced in the articles that you have read but that you have not read yourself, indicate that they are cited in the article you have read. For example:

Stark (1987, as cited in Jones & Davis, 1994) reported that...

## Course Outline by Week:

Week/Date/Topic	Classroom Activities	Required Readings	Assignment Due
<b>Week 1</b> April 3, 2015 Global Aging Trends and the Study of Global Aging	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview</li> <li>• Global Aging: An Unprecedented Phenomenon</li> <li>• Discuss country options for Profile and Research Paper</li> <li>• Sign-up for media presentation date</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 1 (pp. 1-26)</li> </ul>	
<b>Week 2</b> April 10, 2015 Demographic Perspectives on an Aging World	<ul style="list-style-type: none"> <li>• Media presentations</li> <li>• Presentation and discussion of topic</li> <li>• Discussion of Profile of Aging in X Country</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 2 (pp. 27-52)</li> <li>• Chapter 4 (pp. 75-108)</li> </ul>	
<b>Week 3</b> April 17, 2015 Theories of Aging; Cultural Variations and Perceptions of Aging	<ul style="list-style-type: none"> <li>• Media presentations</li> <li>• Presentation and discussion of topic</li> <li>• Overview of research paper outline</li> </ul>	<ul style="list-style-type: none"> <li>• Eyetsemitan – To be provided</li> <li>• Hooyman &amp; Kiyak – To be provided</li> </ul>	
<b>Week 4</b> April 24, 2015 Age-Friendly and Healthy Communities; Disability and Active Life Expectancy	<ul style="list-style-type: none"> <li>• Media presentations</li> <li>• Presentation and discussion of topic</li> <li>• Review of expectations for research paper and 3-minute presentation</li> </ul>	<ul style="list-style-type: none"> <li>• TBN</li> <li>• Chapter 5 (pp. 109-128)</li> </ul>	<b>Profile of Aging in X Country</b>

<b>Week/Date/Topic</b>	<b>Classroom Activities</b>	<b>Required Readings</b>	<b>Assignment Due</b>
<b>Week 5</b> May 1, 2015 Work and Retirement (Guest speaker: Jost Lottes)	<ul style="list-style-type: none"> <li>• Media presentations</li> <li>• Presentation and discussion of topic</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 8 (pp. 193-218)</li> </ul>	<b>Research Paper Outline with References</b>
<b>Week 6</b> May 8, 2015 The Welfare State and Global Aging; Health and Health Care Systems (Guest speaker: Cory Bolkan)	<ul style="list-style-type: none"> <li>• Media presentations</li> <li>• Presentation and discussion of topic</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 3 (pp. 53-74)</li> <li>• Chapter 6 (pp. 129-162)</li> </ul>	
<b>Week 7</b> May 15, 2015 Long-Term Services and Supports; Families, Caregiving, and Community Support Systems	<ul style="list-style-type: none"> <li>• Media presentations</li> <li>• Presentation and discussion of topic</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7 (pp. 163-192)</li> <li>• Chapter 9 (pp. 219-254)</li> </ul>	
<b>Week 8</b> May 22, 2015	<b>NO CLASS</b>		
<b>Week 9</b> May 29, 2015 Global Aging and Global Leadership	<ul style="list-style-type: none"> <li>• Media presentations</li> <li>• Presentation and discussion of topic</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 10 (pp. 255-266)</li> <li>• Yach – To be provided</li> </ul>	<b>Research Paper</b>
<b>Week 10</b> June 5, 2015 Student Research Presentations	<ul style="list-style-type: none"> <li>• Student paper presentations</li> <li>• Course evaluation</li> </ul>		<b>Research Paper Presentations (3 minutes, timed)</b>
<b>Finals Week</b>	<b>NO CLASS</b>		

## 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* (8<sup>th</sup> 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* (4<sup>th</sup> 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](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](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.

### **Selected 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/>
- *Journal of Cross-Cultural Gerontology*, <http://link.springer.com/journal/10823>
- *Ageing International*, <http://link.springer.com/journal/12126>

### **Selected Websites Pertaining to Global Aging:**

- [nationmaster.com](http://nationmaster.com) and [gapminder.org](http://gapminder.org)
- 4-minute video re: effects of changes in income and life expectancy globally:  
<http://www.gapminder.org/videos/200-years-that-changed-the-world-bbc/>
- 4-minute video watched first night of class: *The Big Idea in 4 Minutes - Coming of Age In Aging America*, <https://www.youtube.com/watch?v=ZOA1v4-2Fos>

# SERVICE LEARNING IN NICARAGUA: ENHANCING COMMUNITIES FOR AN AGING SOCIETY

## Syllabus

Spring Term, 2015

PHE 563/UNST 421<sup>2</sup>

3 credits

Friday 6:30 - 8:00 p.m.<sup>3</sup>

Urban Center (506 SW Mill St.), Room 220

Preparation Course and Travel to Nicaragua

Travel Dates: June 15/16 –June 29, 2015

<b>Instructor of Record</b>	Margaret B. Neal, Ph.D. Director, Institute on Aging (IOA), PSU <a href="mailto:nealm@pdx.edu">nealm@pdx.edu</a>
<b>E-mail</b>	
<b>Telephone and Voice Mail</b>	503.725.5145
<b>Fax</b>	503.725.5100
<b>Office</b>	URBN 470Q
<b>Co-instructor</b>	Alan DeLaTorre, Ph.D. Research Associate, IOA <a href="mailto:aland@pdx.edu">aland@pdx.edu</a>
<b>E-mail</b>	
<b>Telephone and Voice Mail</b>	503.725.5134
<b>Fax</b>	503.725.5100
<b>Office</b>	URBN 470S
<b>Teaching Assistant/Team Leader</b>	Iris Wernher, MS Graduate Research Assistant, IOA Doctoral student in Urban Studies <a href="mailto:wernher@pdx.edu">wernher@pdx.edu</a>
<b>E-mail</b>	
<b>Telephone and Voice Mail</b>	503.725.5236
<b>Fax</b>	503.725.5100
<b>Office</b>	URBN 470L

### Course Description:

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<sup>2</sup> Public Health Education (PHE) 563 also serves as 3 credits for University Studies (UNST) 421 students enrolled in the course *Global Aging and Health: Enhancing Communities in Nicaragua*; the remaining 3 credits needed for the UNST 421 course must be completed by taking PHE 562 Global Aging, offered concurrently.

<sup>3</sup> Students are also required to participate in preparatory meetings with Education Abroad (location/time TBD).

This multidisciplinary, three-credit course has two components: (1) spring term pre-travel project preparation and classroom learning; and (2) a two-week service-learning experience<sup>4</sup> in Nicaragua (tentative travel dates: June 15/16 - June 29, 2015). Students and faculty will focus on service-learning activities in the areas of public health and community development related to aging and older adults in Nicaragua.

While in Nicaragua, students will meet with numerous community partners, including administrators, caregivers, and residents in homes for older adults, and they will conduct projects coordinated by community partners in the U.S. and Nicaragua. The projects are focused on training and education related to aging, asset-based community development, and improving the quality of life of older adults and their communities during the two-week visit to Nicaragua.

The course and larger program are part of a university–community partnership between the Jessie F. Richardson Foundation (JFRF), PSU’s Institute on Aging (IOA), and PSU’s Education Abroad. Additional collaborators include non-governmental organizations and educational and governmental institutions in the U.S. and Nicaragua.

### **Course Learning Outcomes\*:**

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

- Understand and be more aware of aging and health needs in Nicaragua, community development and service learning principles, and Nicaraguan history, culture, geography, and politics (*diversity of human experience, ethics and responsibility*).
- Understand and be more aware of the experiences and contributions of Nicaragua’s elders and others in Nicaragua (*diversity of human experience, ethics and responsibility*).
- Learn from and interact with experts and professionals in the field of aging and health in order to serve community partners (*inquiry and critical thinking, communication*).
- Engage in the development and implementation of team-oriented, hands-on service projects in Portland and Nicaragua (*inquiry and critical thinking, communication*).
- Improve quality of life for Nicaraguan elders by:
  - Improving the physical environment
  - Coordinating activities with elders and organizations that work with elders
  - Providing training materials and education to appropriate audiences (*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 562 syllabus)

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<sup>4</sup> Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (National Service-Learning Clearinghouse: <http://www.servicelearning.org>).

## **General Course Requirements and Expectations:**

The course Public Health Education (PHE) 562: *Global Aging* is a prerequisite for enrollment in this course and subsequent travel to Nicaragua and is offered concurrently.

Students are expected to travel to Nicaragua and to take responsibility for the success of the program through individual action and through working well in a team environment. Students serve as representatives of the U.S., Oregon, Portland, PSU, and JFRF while they are in Nicaragua, and behavior and attire appropriate to this role are required.

Preparation for the hands-on learning and service within Nicaraguan communities will consist of ten 90-minute class sessions, meetings with Education Abroad and University Studies representatives, and individual and group work outside of class. Attendance at each class session is mandatory. In the event of extenuating circumstances, the student is responsible for notifying, in advance if possible, and making alternate arrangements with Dr. Neal and Iris Wernher. Each unexcused absence constitutes grounds for lowering the course grade by one level (e.g., A- to B+).

It is expected that students will be respectful of the classroom learning environment, which includes, among other things, turning off phones/ computers/ PDAs before the class begins and leaving them off unless working on a class project that requires the internet. Text messaging, e-mailing, 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 through collaborative efforts between students, faculty, and the Disability Resource Center (DRC). Students with accommodations approved through the DRC are responsible for contacting Dr. Neal and Iris Wernher prior to or during the first week of the term 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 written assignments, quotation marks must be used, and the source must be cited.

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](mailto:wernher@pdx.edu))
- Active participation in the U.S. portion of the course and activities, including classroom discussions
- Active participation in all program-related activities in Nicaragua
- Active participation in one or more team projects, including all project assignments in spring term and a final team report in the summer

Please note that a grade of "I" (i.e., Incomplete) will be assigned until we return from Nicaragua. Please discuss any special circumstances with Dr. Neal and Iris Wernher as soon as possible.

## Assignments and Grading:

Description	Points	Due Date
<b>Portland Assignments</b>	<b>35</b>	–
Initial Questionnaire	5	4/10
Project Plan	5	5/1
Portland-based Training & Reflection	10	5/29
Pre-travel Evaluation	5	6/12
Spring-term Participation	10	ongoing
<b>Performance in Nicaragua</b>	<b>65</b>	–
Field Participation	30	ongoing
Final Program Evaluation & Reflection	10	7/10
Final Project Report & Presentation	25	7/10
<b>Final Course Grade</b>	<b>100 Points Total</b>	

## Description of Assignments:

- **Questionnaires, evaluations, and reflections:** Detailed instructions will be provided for each assignment. These assignments are designed to inform program faculty of students' perceptions and knowledge, assist program faculty in improving the course from year-to-year, and facilitate students' critical thinking and understanding of their program experience.
- **Team projects:** Project work is a central component of service-learning. Past projects have included: health-related trainings on diabetes, dementia, and physical activity; intergenerational program development, including enhancing awareness of age-related issues; and improving the built environment (e.g., installing hand rails, painting rooms in homes for the elderly). All projects are team-oriented and require effective communication and collaboration between students and faculty, as well as between students and community members in the U.S. and in Nicaragua. As a part of the course in spring term in Portland, students will develop a project plan, practice the activities that will be carried out in Nicaragua, and reflect on their experiences in preparation for implementing projects in Nicaragua.
- **Field Participation** grades will be based on the following:
  - Punctuality and attendance: Students shall attend and arrive at all team and community meetings on time.
  - Active contribution to their team's projects
  - Positive attitude and flexibility

- Behavior and attire (appropriate dress): Students are representatives of JFRF, PSU, Portland, Oregon, and the United States. Although casual hot-weather clothing is acceptable as long as it is modest (i.e., not revealing), students are highly visible when in Nicaragua and are required to maintain a neat and well-groomed appearance. In general, skirts, khakis, tailored shorts, polo shirts, plain and tailored t-shirts, and sandals are suitable. Short shorts or skirts, strapless or thin-strapped or low-cut tops, and tops revealing midriffs are not acceptable. For safety and liability reasons, flip-flops may be worn only in the hotel.
- **Final Project Report and Presentation:** Specific details about the final project report and presentation will be provided in class. In general, reports and presentations are intended to inform program faculty as well as community and university partners about the processes and results of the projects that have been completed.

### Weekly Course Outline:

Week/Date/Topic	Activities	Readings*	Assignment Due
<b>Week 1</b> <i>Friday, April 3</i>  Introductions and Course Overview	<ul style="list-style-type: none"> <li>● Course Overview</li> <li>● Film: <i>Service-learning in Nicaragua</i></li> <li>● Presentation: Past Program Experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Aging and Sensory Change instructions</li> </ul>	
<b>Week 2</b> <i>Friday, April 10</i>  Service-Learning	<ul style="list-style-type: none"> <li>● Presentation: Service-learning in Nicaragua: Community Partners and Ongoing Activities</li> <li>● Train-the-trainer: Age Simulation Exercise</li> </ul>	<ul style="list-style-type: none"> <li>● Neal et al. (2010). <i>A Service-Learning Program in Nicaragua: Aging, Environment, and Health</i></li> </ul>	<b>Initial Questionnaire</b>
<b>Week 3</b> <i>Friday, April 17</i>  Nicaraguan Society and Culture	<ul style="list-style-type: none"> <li>● Presentation: Nicaragua: History and Culture</li> <li>● Projects: Discuss project possibilities, teams, and deliverables</li> </ul>	<ul style="list-style-type: none"> <li>● Kunkel et al. (2014) pp. 187-192</li> </ul>	
<b>Week 4</b> <i>Friday, April 24</i>  Nicaraguan History, Politics, and Economy	<ul style="list-style-type: none"> <li>● Presentation: Nicaragua: Society, Politics, and Economy</li> <li>● Projects: Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>● CRS Report for Congress (2008). Nicaragua: Political Situation and U.S. Relations</li> </ul>	

<b>Week/Date/Topic</b>	<b>Activities</b>	<b>Readings*</b>	<b>Assignment Due</b>
<b>Week 5</b> <i>Friday, May 1</i>	<ul style="list-style-type: none"> <li>• Discussion: Perceptions of and expectations in Nicaragua</li> <li>• Projects: Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Belli, G. (2003). <i>The Country Under my Skin: A Memoir of Love and War</i> (pp. 46-84)</li> </ul>	<b>Project Plan</b>
<b>Week 6</b> <i>Friday, May 8</i>	<ul style="list-style-type: none"> <li>• Train-the-trainer: Communicating Better with Older People</li> <li>• Projects: Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Kruckewitt, J. (2001). <i>The Death of Ben Linder</i> (pp. 45-60)</li> </ul>	
<b>Week 7</b> <i>Friday, May 15</i>	<ul style="list-style-type: none"> <li>• Projects: Team meetings</li> </ul>		
<b>Week 8</b> <i>Friday, May 22</i>	<ul style="list-style-type: none"> <li>• <b>No Class</b></li> </ul>		
<b>Week 9</b> <i>Friday, May 29</i>	<ul style="list-style-type: none"> <li>• Discussion: Nicaragua travel and project logistics</li> <li>• Projects: Team meetings</li> </ul>		<b>Reflection: Portland-based Training</b>
<b>Week 10</b> <i>Friday, June 5</i>	<ul style="list-style-type: none"> <li>• Train-the-trainer: Facilitating discussion about ageism &amp; positive aging with teens/youth</li> <li>• Final pre-trip project meetings</li> </ul>		
<b>Finals Week:</b> <i>Friday, June 12</i>  Cross Cultural Communication and Cultural Competency	<ul style="list-style-type: none"> <li>• Presentation: Cross-cultural communication and cultural competency</li> <li>• Final overview of itinerary, supplies, and debriefing</li> </ul>		<b>Pre-travel Evaluation</b>



<b>Week/Date/Topic</b>	<b>Activities</b>	<b>Readings*</b>	<b>Assignment Due</b>
<b>June 15/16- June 29:</b> Travel to Nicaragua			
<b>July __ (TBD):</b> Debriefing	<ul style="list-style-type: none"> <li>90-minute post-trip debriefing session</li> </ul>		<b>Final Report, Post-travel Reflection &amp; Evaluation</b> ( <i>due 7/10</i> )
<b>Fall term (TBD):</b> Final Presentation	<ul style="list-style-type: none"> <li>PowerPoint presentation at PSU communities (participation optional, volunteers requested)</li> </ul>		<b>Final Presentation</b> (date TBD)

\* all required readings will be provided via D2L

## References

- Belli, G. (2002). *The Country Under My Skin: A Memoir of Love and War*. New York, NY: Anchor Books.
- Congressional Research Service. (2008). *Nicaragua: Political Situation and U.S. Relations*. Clare Ribando Seelke. Retrieved from <http://www.fas.org/sgp/crs/row/RS22836.pdf>
- Kruckewitt, J. (2001). *The Death of Ben Linder*. New York, NY: Seven Stories Press.
- 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.
- 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.

## Additional Optional Reading

- Rushdie, S. (1987). *The jaguar smile: A Nicaraguan journey*. London, England: Picador.
- Kinzer, S. (1991). *Blood of brothers: Life and war in Nicaragua*. New York, NY: Putnam Publishing Group.