OBJECTIVES:
The course is based on the premise that population aging will be one of the major demographic changes affecting social institutions throughout the world in the 21st century. The seminar integrates research from the fields of demography, sociology, economics, epidemiology, psychology and public health in order to help students to develop a broader understanding of the causes and consequences of population aging. A central focus throughout the course will be on the diversity of experiences by age, gender, socioeconomic status and health.

The course starts with a careful examination of the demographic foundations of population aging, both by focusing on macro and historical patterns as well as on trends in mortality, health and disability. After next examining aging from a life course perspective, we then devote the rest of the course to the relationship between aging and social institutions such as the family, the economy and public policy.

By the end of this course, students will:
- Demonstrate knowledge of fundamental concepts in the field of aging and the life course.
- Understand how social structure and historical forces help to shape the life course in diverse ways.
- Understand linkages between historical and social trends and social policy
- Develop skills in interviewing and analyzing qualitative data.
- Develop critical thinking skills by evaluating arguments and explanations
- Develop academic writing skills through the numerous short and long writing assignments

Classes will follow a lecture/discussion format, with occasional films and guest lectures. Readings for each day should be completed prior to class time, and regular attendance and participation are expected.

READINGS:

Additional articles and chapters will be available on Canvas. To access Canvas, go to www.elms.umd.edu and login with your directory ID.
COURSE REQUIREMENTS:
In addition to doing all of the readings, there are five major requirements for this course:

1. **Class attendance, participation and discussion (5%)**: Class attendance, participation and discussion are integral to your learning experience. I expect you to attend class regularly and actively engage in class discussion with thoughtful comments and questions.

2. **Reading Response Memos (25%)**: On 8 occasions, students will be asked to write brief (2-3 page) responses to the readings or other assigned materials (e.g., films). Each Reading Response Memo (RRM) will be due on Canvas by 9:00 a.m. on the date specified in the schedule below. Further guidelines for each RRM will be provided on Canvas.

3. **Midterm Exam (20%)**: The midterm exam will consist of a combination of short answer and essay questions reflecting all materials covered in class and the readings.

4. **Multi-generational Interview & Paper Project (30%)**: Students will be asked to complete 2 in-depth interviews with older adults in different generations and write a 15-20 page paper comparing the life course decisions and experiences of these 2 generations with each other as well as with your expectations for your own generation. In addition to describing the lives of your interview subjects, you will be asked to interpret their experiences within the larger historical and social context that we will study throughout the course. Your “interviewees” may be family members (preferably in your parents’ and grandparents’ generations), but they may also be nonrelatives between the ages of 40-65 and 65+. You will receive detailed guidelines for your projects including training on conducting qualitative interviews (see Sept. 29). Students will be expected to tape and transcribe their interviews (due Nov. 17), and then analyze and interpret what they’ve learned, drawing on relevant research literature. The final paper is due on Dec. 10. More details will follow.

5. **Final Exam (20%)**: The final exam will consist of short answer and essay questions reflecting material covered since the midterm. It is scheduled for Thursday, Dec. 18 from 1:30-3:30 p.m.

COURSE GRADES
Letter grades will be assigned using the following guidelines:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>F</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
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<tbody>
<tr>
<td>Numerical Range</td>
<td>Below 60</td>
<td>60-69</td>
<td>70-79</td>
<td>80-89</td>
<td>90-100</td>
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<tr>
<td></td>
<td>D+ 67-69</td>
<td>C+ 77-79</td>
<td>B+ 87-89</td>
<td>A+ 97-100</td>
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<tr>
<td></td>
<td>D 63-66</td>
<td>C 73-76</td>
<td>B 83-86</td>
<td>A 93-96</td>
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<tr>
<td></td>
<td>D- 60-62</td>
<td>C- 70-72</td>
<td>B- 80-82</td>
<td>A- 90-92</td>
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</tbody>
</table>

COURSE POLICIES:
**Office Hours**: My office hours are on Tuesday from 3:30-4:45 or by appointment. The best way to contact me is by email (jkahn@umd.edu).

**Personal Technology**: Cell phones, iPhones, Blackberries, etc. are to be turned off. Laptops and tablets may be used for note-taking and looking up topics during class, but not for social networking during class time!
Special Needs: Please inform me during the first 2 weeks of class if you have a documented disability and require accommodation with any aspect of the class and test-taking. To receive such accommodation, you must be registered with Disability Support Services (DSS).

Missing Class: I strongly discourage you from missing class as it will adversely affect your participation grade and overall performance in the class. However, if you do miss a class, it is your responsibility to find out what material you have missed and to make it up. According to university policy, you are permitted one self-signed medical excuse per course per semester.

If you must miss class due to religious observance, participation in university activities at the request of University authorities, or compelling circumstances beyond your control, please inform me in writing within the first 2 weeks of class or as soon as you know about your upcoming absence.

Academic Integrity: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. Students may not cheat on exams, plagiarize papers, buy papers, submit fraudulent documents or forge signatures. Plagiarizing means to communicate someone else’s ideas as if they are your own (including failing to cite a book or article used for a paper). Furthermore, students are not permitted to submit the same paper for credit in two different courses. Faculty members who suspect or witness acts of academic dishonesty are required to contact the Student Honor Council and the Office of Judicial Programs. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonor council.umd.edu/whatis.html.

TOPICS/READINGS TO BE COVERED AND TENTATIVE TIME SCHEDULE:
Versions 5 and 6 of the Quadagno textbook are indicated by V5 & V6 below. All other readings are available on Canvas

Sept. 3 Introduction: Why study the Demography of Aging?
Readings:

Sept. 8 Ageism & Aging Stereotypes
Readings:
Quadagno V5:(10-14) or V6:(10-15)

I. Demographic Sources of Population Aging

Sept. 10-17 Demography of Age, Age Structure, and Population Aging
Readings:
Quadagno V5:(6-10 & 71-90) or V6:(6-10 & 71-89)

**RRM-1 on Grigsby due 9/17 @ 9:00 a.m. on Canvas**

**Sept. 22** **Global aging**
**Readings:**

**II. Historical and Life Course Perspectives on Aging**

**Sept. 24** **The Life Course Perspective**
**Readings:**
Quadagno V5:(27-43) or V6:(27-43)

**RRM-2 on Hutchison due on 9/24 @ 9:00 a.m. on Canvas**

**Sept. 29** **Training Session on Conducting In-depth Interviews**
**Readings:**

**Oct. 1** **Historical Perspectives on Aging**
**Readings:**
Quadagno V5:(58-64) or V6:(57-63)

**RRM-3 on Haber due on 10/1 at 9:00 a.m. on Canvas**

**III. Health, Disability and Aging**

**Oct. 6-8** **Health and Longevity**
**Readings:**
Quadagno V5:(120-144 (optional) & 253-268) or V6:(119-142 (optional) & 249-263)

**RRM-4 on Health Disparities due 10/8 @ 9:00 a.m. on Canvas**

Oct. 13-15  **Disability and Health Care for the Elderly**
Readings:
Quadagno V5:(104-108 & 268-273) or V6:(104-107 & 263-267)

**Oct. 20  Midterm Exam**

IV. **Family Relationships, Living Arrangements and Support for the Elderly**

Oct. 22  **Demographic Change and Family Structure**
Readings:
Quadagno V5:(177-201) or V6:(173-197)

**RRM-5 on Bengtson and Hagestad & Uhlenberg due 10/22 @ 9:00 a.m. on Canvas**

Oct. 27  **Intergenerational Relations & Support**
Readings:
Oct. 29-

Nov. 3  Living Arrangements: Housing options
Readings:
Quadagno V5:(205-222) or V6:(201-218)

RRM-6 on Housing Options due 10/29 @ 9:00 a.m. on Canvas

Nov. 5-10  Caring for the Frail Elderly
Readings:
Quadagno V5:(108-117 & 277-298) or V6:(107-114 & 271-292)

V. Work, Retirement and Income Inequality
Nov. 12-17  Work and Retirement
Readings: Quadagno V5:(227-248) or V6:(223-244)

RRM-7 on both Hardy & Quinn due 11/12 at 9:00 a.m. on Canvas

Transcripts from in-depth interviews due 11/17 at noon on Canvas

Nov. 19-24  Income Inequality
Readings:
Quadagno V5:(327-373) or V6:(321-364)

RRM-8 (Film Analysis) due 11/24 at 9:00 a.m. on Canvas

Nov. 26  NO CLASS: Use this time to work on your final projects and to travel safely to your Thanksgiving destination!!
Dec. 1-3  Policy Debates over Entitlement Programs
Readings:
Quadagno V5:(95-110 & 333-341) or V6:(95-108 & 327-334)
McNamara & Williamson. 2013. “Unequal Prospects: Is Working Longer the Answer?” Pages 1-38. (This ebook is available online through www.lib.umd.edu. You should be able to download a copy for 7 days; or you can read it online).

Dec. 8  The Politics of Aging
Readings:
Quadagno V5:(377-394 or V6:(369-387)
Binstock. 2010 “From Compassionate Ageism to Intergenerational Conflict?” The Gerontologist 50(5): 574–585

Dec. 10  Discussion of Family Interview Projects

Papers due today at noon on Canvas

FINAL EXAM  Thursday, Dec 18  1:30 pm - 3:30 pm