#### **COURSE OUTLINE**

# Sociology 105 Introduction to Gerontology

#### I. Justification for Need

Sociology 105 aligns with Glendale Community College's Institutional Learning Outcomes. It fulfills the requirement for the AA-T in Sociology and the general education requirement for the Associate of Arts and Associate of Science Degrees. This course also meets the requirement for Area 4 (Social and Behavioral Sciences) of IGETC and the lifelong understanding and self-development requirement for the CSU general education requirements. (Transfer credits to CSU, UC, and USC.)

# II. Catalog Statement

Sociology 105 is an introduction to the study of social gerontology, aging and its implications for the individual and society utilizing a multi-disciplinary approach.

Total Lecture Units: 3.0 **Total Course Units: 3.0** 

Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48.0** 

Recommended Preparation: Eligibility for English 120 or ESL 151

Note: Students who have completed Psychology 109 may not take this course for credit.

#### **III.** Course Entry Expectations

Skill Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Math 3.

Prior to enrolling in the course, the student should be able to:

- 1. read at the  $10^{th} 12^{th}$  grade level;
- 2. write somewhat loosely organized short essays; language may reflect weaknesses in grammar, spelling, vocabulary, and punctuation, but content is usually clear;
- 3. take lecture notes; follow extended and fairly complex oral directions; participate in class or group discussions;
- 4. add, subtract, multiply, and divide signed numbers as well as solve simple equations.

## IV. <u>Course Exit Standards</u>

Upon successful completion of the required coursework, the student will be able to:

- 1. assess fallacious stereotypes concerning the aging process and the aged as a group;
- 2. describe and assess special talents and needs of this group;
- 3. demonstrate positive attitudes towards the aged in general and their own aging in particular;
- 4. define subjects for further study in this field;
- 5. provide leadership for advocacy programs to help the social institution adapt themselves to the needs of the aged.

## V. Course Content

#### **Total Contact Hours = 48**

A. The Scope of Social Gerontology

3 hours

- 1. Definitions, terms and concepts
- 2. Historical development
- 3. Gerontology: Its place in the curriculum
- 4. Why study gerontology now?

### B. Demography, Methods and Resources

6 hours

- 1. Demographic orofile of Glendale, California and the United States
- 2. Methods--cross sectional, longitudinal and cohort analysis
- 3. Sources and interpretation of research data

# C. Gerontology: The Science

12 hours

- 1. Biological aging--a review of current theories and clinical findings
- 2. Physiological aging--a review of current theories and clinical findings-noting differences between aging and pathology
- 3. Psychological aging--a review of current literature, emphasizing personality development and learning theories, as well as, research findings
- 4. Social psychological aging--cohort, generational and family differences

# D. Implications of Aging Population for Social Institutions and Social Systems

- 1. Marriage and the family
- 2. Economics and the labor force
- 3. Religion and moral values
- 4. Law, legal systems and government
- 5. Education and the socialization process
- 6. Recreation and leisure
- 7. Communication, transportation and housing

8. Health: physical and mental

## E. Special Issues and Concerns

12 hours

- 1. Ethnicity and aging
- 2. The retirement role
- 3. Institutions for the aged
- 4. Alternative to institutionalization
- 5. Housing segregated as to age
- 6. Alcoholism, drugs and suicides
- 7. Volunteering among the aged
- 8. Advocacy and the aged
- 9. Widowhood and bereavement
- 10. Death and dying

# VI. Methods of Instruction

The following instructional methodologies may be used in the course:

- 1. lecture/discussions;
- 2. small group projects, activities, and presentations;
- 3. multimedia;
- 4. field trips;
- 5. online.

# VII. Out of Class Assignments

The following out of class assignments may be used in the course:

1. Research papers (i.e., ageism in the workplace).

#### **VIII.** Methods of Evaluation

The following methods of evaluation may be used in the course:

- 1. Unit examinations:
- 2. Mid-term examinations;
- 3. Student presentations or projects (i.e., presentation on the theoretical perspectives on aging);
- 4. Final examinations.

#### IX. <u>Text</u>

McNeal, Ralph B. and Tiemann, Kathllen A., eds. *Intersections: Readings in Sociology*, 2<sup>nd</sup> ed. Boston: Pearson, 2005. Print.

13<sup>th</sup> Grade Textbook Reading Level; ISBN: 978-0-558-14400-5.

# X. Student Learning Outcomes

Upon successful completion of the required coursework, the students will be able to:

- 1. assess fallacious sterotypes concerning the aging process and the aged as a group;
- 2. describe and assess special talents and needs of this group;
- 3. demonstrate positive attitudes towards the aged in general and their own aging in particular;
- 4. define subjects for further study in this field;
- 5. provide leadership for advocacy programs to help the social institution adapt themselves to the needs of the aged.