

CHFD4500 – Aging and the Family
MWF 2:30-3:20 PM
208 Dawson Hall
Spring, 2006

Denise C. Lewis, Ph.D.
Office: 112A Dawson Hall
Office Hours: MW 1:15-2:20 or by appointment
E-mail: dlewis@fcs.uga.edu
Phone: 706-542-0254

This syllabus is divided into two major sections. The first provides information necessary for you to successfully complete each assignment in this course. It is intended as a guidebook for your use. In the first section, I provide details on what I expect and what it will take for you to make an A in this course. Please review this section for information on attendance, paper format, academic honesty, grading, and other policies and procedures. The second section is the class schedule. It contains a dated list of reading and other assignments.

POLICIES AND PROCEDURES:

COURSE THEME: The theme for *Aging and the Family* is the understanding of how changes that occur within and around aging individuals are influenced by historical, cultural, biological, physiological, psychological, and social contexts. The following central question will guide our thinking as we move through the semester:

How does the complex interplay of knowledge, values, and practices influence experiences of aging within family structures?

MAJOR COURSE OBJECTIVES

- 1. Students will develop an understanding of aging within dynamic family structures.**
- 2. Students will develop an awareness of multiple intergenerational interactions that influence understandings of the aging process.**
- 3. Students will develop an awareness of the roles of policies on aging families.**
- 4. Students will develop the ability to understand and apply gerontological theories and concepts to processes that influence aging within families.**

TEXTS: I have chosen two books for this course. The first text, *Family Ties and Aging*, by Ingrid Arnet Connidis, will be used to organize the semester into five segments and will provide you with an overview of different family-related aging experiences. I also have chosen *In Search of Naunmy's Grave* by Nick Trujillo. We will use readings from *In Search of Naunmy's Grave* as a point of departure for discussions and as a guide in completing your integrative writing assignment. Other readings are assigned throughout the semester. Readings are listed for each day. A reference list of all reading assignments can be found at the end of this syllabus. As you will see in the course schedule, you will be required to read material in preparation for each class day. Please complete all reading assignments before you come to class.

Connidis, I. A. (2001). *Family ties & aging*. Thousand Oaks: Sage Publications.

(Listed as "Family" in the class schedule)

Trujillo, N. (2004). *In search of Naunmy's grave: Age, class, gender and ethnicity in an American family* (Vol. 14). Walnut Creek: AltaMira Press. (listed as "Naunmy" in the class schedule)

SPECIAL NEEDS: Although I will not post grades using students' names, there may be times that I say your name in class (e.g., to respond to a question or comment or to ask for your feedback). If you feel uncomfortable with me *calling you by name in class* or posting groups by

CHFD4500 – Aging and the Family
MWF 2:30-3:20 PM
208 Dawson Hall
Spring, 2006

name, please visit me or email me to let me know. If you are disabled in any way, and/or feel there is anything I need to know that might improve your learning environment in this class, please contact me in person or by email so I can make appropriate accommodation to your needs.

CLASSROOM PROTOCOL: Please be respectful of me and your fellow students by arriving to class on time and prepared. I expect each of you to actively participate in discussions and to feel free to offer your thoughts and opinions. I will respect your opinions even if they differ from my own. I also expect each of you to be respectful of each other and of me during discussions. I will not tolerate personal attacks—whether verbal or otherwise—on any student or on me; nor will I tolerate disrespect toward any group of individuals. I also expect you to use inoffensive language at all times in the classroom. Disrespectful behavior or language may result in your dismissal from class. Please be respectful of me and your fellow students by turning your cell phone’s ringer off while you are in class. Turn your pager off or change its setting to vibrate. If you have an alarm watch or clock, please turn it off as well. If you have any other noise-making device that I have failed to mention then you are to take the necessary steps to prevent its noise-making during class.

DISCLAIMER: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary and will be announced at the beginning of class as far in advance as possible. It is your responsibility to be in class on time so you can hear the announcements.

OFFICE HOURS: My office hours are listed above. At times, I may need to adjust my office hours. I will let you know as soon as possible when that occurs. If you have another class during my office hours and need to see me, feel free to make an appointment. Your best way to reach me is during office hours or through email. Please contact me whenever you have *any kind of concern or question* about something we have discussed in class, an assignment, or other things you think are relevant to your having a successful experience in this class.

ATTENDANCE POLICY: Attendance at all classes is mandatory. Please arrive on time and prepared for class. Failure to attend class will severely limit your ability to do well in this course and will result in a 15 point loss per incident for the first 1 through 7 unexcused absences. If 8 or more missed days are unexcused absences, you will receive an F in this class. If you have 10 or more absences and fewer than 8 are unexcused absences, you will receive an I in this class.

ACADEMIC HONESTY: I accept and abide by the definition and consequences of academic dishonesty as described in the UGA Student Honor Code, “*I will be academically honest in all of my academic work and will not tolerate academic dishonesty in others.*” You will find a full version of *A Culture of Honesty* at <http://www.uga.edu/ovpi>. I expect and require that you adhere to these rules. I have zero tolerance for academic dishonesty; suspected academic infractions in these areas will be acted upon following the procedures set forth by the codes established by the University of Georgia. All academic work must meet the standards contained in *A Culture of Honesty*. Students are responsible for informing themselves about those standards before performing any academic work.

SCHOLARLY WORK DONE FOR THIS COURSE: **The final integrative term paper is a formal writing exercise. As such, the integrative term paper must conform to the APA 5th edition publication manual.** Failure to properly adhere to APA 5th edition style will result in a 25% reduction in your grade for that writing assignment and may lead to additional actions if academic dishonesty is suspected. If you are having difficulty determining how to properly utilize another source for information, please see me or access services through Academic

CHFD4500 – Aging and the Family
MWF 2:30-3:20 PM
208 Dawson Hall
Spring, 2006

Support <http://www.uga.edu/academics/resources.html>, or by going to the libraries' web pages <http://www.libs.uga.edu> and following the links *Research Guide*, or by reviewing APA 5th citation styles at <http://www.APASStyle.org>. You must use scholarly references as the foundation for your term paper. Scholarly references are articles, chapters, books, or on-line entries that have been written by scholars and are reviewed by a group of the author's peers. For example, scholarly articles are most often found in journals, are documented by citations, quotes are clearly defined and credited, and a list of references is included. Scholarly references usually rely on some sort of data that has been gathered through research. Popular books, newspaper or magazine articles, information from personal websites, or from blogs are not considered to be scholarly references. Entries from dictionaries or encyclopedias are acceptable for including in your term paper but will not "count" as one of your required 8 scholarly references. If you are unsure if a reference qualifies as "scholarly," please ask.

GRADING: Final grades will be computed based on a total of 1000 points as follows: A= 949-1000 points, A-= 899-948 points; B+ = 860-898 points, B + = 830-859 points, B = 800-829 points; C+ = 760-798 points, C = 730-759 points, C- = 700-729 points; D = 600-699 points; F = 0-599 points. **Students must complete ALL course requirements; failure to do so will result in an "F" for the course.**

| | |
|---|-------------------|
| Journal entries | 300 points |
| In-Class Participation | 100 points |
| Attendance | 100 points |
| Life History Essays (6 @ 20 points each) | 120 points |
| Life History Presentation | 100 points |
| Life History Project Components (20 points each) | 80 points |
| Life History Integrative Term Paper | 200 points |
| Extra Credit Journals | 45 points |

COURSE REQUIREMENTS:

1. You must keep a **journal** that reflects your thoughts and preparation for each week's readings and activities. Your journal should include the following four components: (1) your reflections, (2) questions you may have about the week's work, (3) comments that cover material presented in class, and (4) comments that cover reading assignments. Your journal is an informal writing exercise. It can be used to "talk about" the readings, how they relate to your own experiences (or not), what you see as the value in each reading, or questions you have concerning the value of the reading. In other words, this is your opportunity to think beyond what the author(s) or I have to say about aging and apply your own ideas. I expect to see approximately 3 to 4 typed pages each week. Journals are due each Monday (some exceptions apply) and should reflect the previous week's work. I will return your pages to you no later than the following Monday. You will receive a grade for each journal entry. I will not accept late journal entries. If you follow the 4-component model when constructing your journal entries, you will find that the journals are invaluable when writing your final integrative term paper. You must complete at least 10 journals to earn up to 300 points. You may complete an additional 3 journals for up to 45 extra credit points.
2. Although I will strive to make clear points and present information to you in logical and understandable form, I recognize that I will not always achieve that goal. You will, therefore, be required to turn in at the end of class each day two statements or questions. One statement will address the **most confusing point** I made during our discussions. The

CHFD4500 – Aging and the Family
MWF 2:30-3:20 PM
208 Dawson Hall
Spring, 2006

other statement will address the **most important thing you learned** from that day's class. These will guide me in preparing for the next day's class and help me improve my ability to provide you with a valuable learning experience. Please make certain that you include your name on your daily statement; this statement is how I will take attendance.

3. You will be required to complete an **integrative oral history project that includes a term paper**. The project will include **interviews, writing assignments, an in-class presentation, and a final integrative term paper**. To complete this project, you will gather data to construct a life history from one elderly person. To make this project especially meaningful, I highly recommend that you choose an elderly person from your own family (grandparent(s), older aunt or uncle, a fictive kin elder, etc.). You must conduct a minimum of 6 interviews with that person. Interviews must, at minimum, cover these topics: (1) memories of childhood experiences, (2) everyday life as a young adult, (3) work life, (4) family relations across generations, (5) meanings of home, and (6) life as an elder. From information you learn in your interviews and in this class, you will (1) write a 3 page essay about each interaction (minimum of 6 essays) that incorporates information learned from the elder with information learned in this class, (2) provide an in-class presentation of your project, and (3) write a comprehensive, integrative term paper. You must provide the elder about whom you write with a copy of your final paper. This project constitutes a major part of your entire course grade. It includes 6 essays (each worth 20 points for a total of 120 points) an 8-12 page paper (worth 200 points) and a 5-7 minute class presentation (worth 100 points). Other requirements for the project are worth 80 points.

Oral History Project Details:

One of my goals in teaching is to provide you with an environment in which you are comfortable with challenges, where you can question and probe issues raised both inside and outside class, and can holistically integrate thoughts, ideas and information. As one way to reach this goal, you are to interview one family member who is age 65 or older and gather her or his life history (if you choose someone other than a family member, please let me know)

1. After receiving training in Human Subject Protection information, you will sign statements acknowledging your understanding of appropriate methods for protecting the rights, confidentiality, and human dignity of the oral history research project participant. These will be kept on file in your class folder by me but could be made available to the elder if requested.
2. You are to explain your involvement in this project to family member. Before you can proceed with interviews, you must obtain informed consent from the elder. You must make clear that she or he can refuse to participate, that participation is voluntary, and that she or he can withdraw from the project at any time without penalty. If the elder is willing to participate, you must provide two consent forms to the elder. You and the elder must sign both forms. One form should be given to the elder. You must place the other form in your class folder.
3. After receiving consent, you must arrange a minimum of six interviews with your elder family member. You should expect to spend at least two hours conducting each interview.
4. You are to cover the following topics in your oral history interviews with the elder: (1) memories of childhood experiences, (2) everyday life as a young adult, (3) work life, (4)

CHFD4500 – Aging and the Family
MWF 2:30-3:20 PM
208 Dawson Hall
Spring, 2006

family relations across generations, (5) meanings of home, and (6) life as an elder. You may explore any additional topic(s) that you and the elder decide are relevant to this project.

The following questions and answers are the most commonly asked. Feel free to come to me with other questions as they arise:

Will this take a lot of my time and work? Yes. This project is a major part of your grade (50%). I expect you to commit time each week to reading, writing, and otherwise working on this project. Most of the assignments, listed below, can be used by you to “build” your integrative paper as you progress through the semester. There is a good chance that I either have or know of information relative to your topic. Please feel free to schedule an appointment with me to explore that possibility. If you get bogged down or feel overwhelmed, let me know and I’ll work with you to get you back on target.

How can I get all this done on time? You can work on bits and pieces of the project as the semester progresses. If you will approach each of the following assignments as a way to construct your paper, by the time the first draft is due, you will be well on your way to having completed your paper.

1. **Friday, September 15**, we will discuss possible topics. It is your responsibility to determine the topic you (and your family member) would like to explore. At this point, we are only exploring possibilities—I expect the topic you choose to “emerge” from your interviews.
2. **Wednesday, October 11**, signed consent form and *memories of childhood experiences* interview summary are due.
3. **Wednesday, October 18**, *everyday life as a young adult* interview summary is due.
4. **Wednesday, October 25**, *work life* interview summary is due.
5. **Wednesday, November 1** you must submit a short paper (about 3 paragraphs) describing the theoretical perspective you will be using in your integrative paper. You must explain the theory and describe how it will help you understand the information provided to you through the oral history. Write this as the theory section of your integrative paper.
6. **Wednesday, November 8**, *family relations across generations* interview summary is due.
7. **Monday, November 13**, you must submit brief summaries of at least eight references (1 to 2 paragraphs on each reference). These summaries should include the points most relevant to you as you begin constructing your paper. At least five summaries must be of your chosen external references; the other three may be from external references or from assigned readings. These summaries should be retained for synthesizing into the literature review section of your integrative paper.
8. **Wednesday, November 15**, *meanings of home* interview summary is due.
9. **Monday, November 20**, *life as an elder* interview summary is due and presentation times will be scheduled. You must indicate if you will be using PowerPoint.
10. **Monday, November 27**, you must have a “first draft” of your paper. You must bring two copies to class—one will be turned in to me, the other you will share with one of your classmates.
11. **Monday, November 27 through Wednesday, December 6**, you will present the results of your project to the class based on your pre-arranged time.
12. **Wednesday, December 6**, return classmate’s first draft with your comments.

CHFD4500 – Aging and the Family
MWF 2:30-3:20 PM
208 Dawson Hall
Spring, 2006

13. Monday, December 11, you must turn your paper in to me no later than 4:30 PM.

Integrative Paper Requirements:

What are the requirements for the integrative project paper? The paper must be **at least 8 pages but no more than 12 pages** long (the title page and reference page are not included in these limits but are required components) and double spaced using a size 12 font. (If you need to squeeze in a few more words, Times New Roman works well; if you need to stretch a bit Arial is a good font to consider). Use 1 inch paper margins on all sides. You must include proper in-text citations and a works cited page. Do not use a script-style font.

The following questions should help guide you in constructing your essay exams and your integrative paper (these are the points I will keep in mind as I am grading your paper):

1. Does my paper have a strong introduction and thesis statement?
2. Do my ideas flow logically from point to point?
3. Do my ideas connect back to my thesis statement?
4. Do I provide adequate examples so my readers can “see” my points?
5. Have I analyzed assumptions found in the data (for the integrative paper) and literature (i.e., have I considered my own assumptions as well as others’ assumptions)?
6. Are style, grammar, and spelling correct and appropriate for my audience?
7. Do I clearly state my results?
8. Do I provide a summary and conclusion that supports my thesis statement?
9. Have I included at least 8 scholarly articles in my paper?
10. Do I adhere to the page requirements for this paper?

What format should I use for my paper? You should adhere to APA 5th Edition style. Your paper should have the following sections, clearly labeled:

Title
Introduction
Literature Review
Theoretical Perspective
Discussion
Conclusion
References

Integrative Presentation Requirements

What are the requirements for the presentation*? Each person will present for **at least 4 but no more than 5 minutes**. You may use a variety of media for presenting your project. Use this time creatively. The following questions should help guide you in constructing your presentation (these are the points I will keep in mind as I grade your presentation):

1. Do I provide an overview or introduction to my topic?
2. Do my content and use of visual aids convey my message?
3. Is my presentation well-organized and logical?
4. Am I providing a good mixture of text and art (such as overheads, poster, slides, etc.)?
5. Can everyone in the classroom read the text on my overheads or PowerPoint slides?
6. Can everyone in the classroom hear me?
7. Will my audience leave with solid information on my topic?
8. Is my language appropriate for my audience?
9. Do I provide a strong closing summary?
10. Have I adhered to the time limits?

CHFD4500 – Aging and the Family
MWF 2:30-3:20 PM
208 Dawson Hall
Spring, 2006

How will this project (visits with an elder, paper and its components, and the presentation) contribute to my course grade? The entire project is worth a total of 500 points (50% of your class grade). The paper portion of this project is worth 200 points. Topical essays are worth a total of 100 points. The presentation is worth 100 points and the other requirements (human subject protection forms, topic statements, summaries, etc.) are worth 100 points.

What are potential benefits of this project? Beyond grades, this project will help you research a topic of interest to you. It will help you learn about your topic and it will allow you to help others learn about your topic. It will help you learn about doing research outside the classroom and it will help you think critically about this topic. Other things you learn while doing this project (how to conduct library searches, interviewing, writing a research paper, preparing a presentation, etc.) will also help you when you must complete projects or papers in other classes.

4. **FINAL EXAM:** The University has scheduled the final exam for this course for Monday, December 11. There will, however, be no in-class final exam☺. Instead, your integrative term paper will be due on that date, no later than 4:30 PM. I will be in my office (112A Dawson Hall) from 1:30 until 4:30 PM. You must turn in your paper to me in my office (112A Dawson Hall). You may turn your term paper in earlier if you wish. At 4:30 PM, I am leaving for downtown to grab a bite to eat and something to drink; I hope you will join me (we can collectively decide where we want to go). If you wish to join the end-of-semester gathering, email me and let you know you are on your way. That way, I will watch for you as I am locking my door at 4:30. Failure to turn in your integrative term paper will result in a 25% reduction in your paper grade for each day it is late☹. I will not accept submissions after 5:00 PM Wednesday, December 13. As always, contact me so we can work together to stay on top of things if you are having difficulty with this (or any other) assignment.

CHFD4500 – Aging and the Family
MWF 2:30-3:20 PM
208 Dawson Hall
Spring, 2006

CLASS SCHEDULE AND OUTLINE:

| | |
|----------------|--|
| W 08/16 | Introduction: Policies and procedures |
| F 08/18 | Read Family, Chapter 1 |
| M 08/21 | Read: Family, Chapter 2 |
| W 08/23 | Discussion |
| F 08/25 | Read: Naunny, Introduction & Ch. 1 |
| M 08/28 | Read: Family, Chapter 3 <i>First journal entry. Future journal entries are due each Monday (some exceptions apply).</i> |
| W 08/30 | Discussion |
| F 09/01 | Read: Naunny, Ch. 2 & 3 |
| M 09/04 | ***** Labor Day, Class does not meet ***** |
| W 09/06 | Read, Family, Chapter 4 <i>Journal is due today.</i> |
| F 09/08 | Read: Naunny, Ch. 4 & 5 |
| M 09/11 | Read: Family, Ch. 5 <i>Journal due today</i> |
| W 09/13 | Discussion |
| F 09/15 | Read: Naunny, Ch. 6 & 7 Discuss possible topics for term paper |
| M 09/18 | Read: Family, Ch. 6 <i>Journal due today</i> |
| W 09/20 | Discussion. |
| F 09/22 | Human Subjects Protection workshop – Guest speaker |
| M 09/25 | Read: Family, Ch.7 <i>Journal due today</i> |
| W 09/27 | Discussion |
| F 09/29 | Read: Naunny, Ch. 8 & appendix |
| M 10/02 | Read: Family, Ch. 8 <i>Journal due today</i> |
| W 10/04 | Discussion |
| F 10/06 | Oral history project begins – class does not meet |
| M 10/09 | Read: Family, Ch. 9 <i>Journal due today</i> |
| W 10/11 | Discussion Interview summary due today Signed consent form due today |
| F 10/13 | Oral history project – class does not meet |
| M 10/16 | Read: Family, Ch. 10 <i>Journal due today</i> |
| W 10/18 | Discussion Interview summary due today |
| F 10/20 | Oral history project – class does not meet. |
| M 10/23 | Read: Family, Ch. 11 |

CHFD4500 – Aging and the Family
MWF 2:30-3:20 PM
208 Dawson Hall
Spring, 2006

Journal due today

W 10/25 Discussion
Interview summary due today

F 10/27 *******Fall Break: Class does not meet*******

M 10/30 Read: Family, Ch. 12
Journal due today

W 11/01 Discussion
Theoretical perspective paper due today

F 11/03 **Oral history project – class does not meet**

M 11/06 Read: Family, Ch. 13
Journal due today

W 11/08 Discussion
Interview summary due today

F 11/10 **Oral history project – class does not meet**

M 11/13 Read: Family, Ch. 14
Journal due today
Brief summaries of scholarly articles due today

W 11/15 Discussion
Interview summary due today

F 11/17 **Oral history project – class does not meet**

M 11/20 Discussion
Interview summary due today

W 11/22 **Thanksgiving Holiday – Class does not meet**

F 11/24 **Thanksgiving Holiday – Class does not meet**

M 11/27 Student presentations
First draft of term paper is due. Bring 2 copies to class

W 11/29 Student presentations

F 12/01 Student presentations

M 12/04 Student presentations

W 12/06 Student presentations
Return partner's paper *with comments*

M 12/11 **Final Integrative Term Paper due no later than 4:30 p.m. Deliver to 112A Dawson Hall**