

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

SOCI 313—WOMEN AND AGING

Prepared By: DIANE MUEHL, Ph.D.

**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF SOCIAL SCIENCES
May 2015**

SOCI 313—Women and Aging

- A. TITLE: Women and Aging**
- B. COURSE NUMBER: SOCI 313**
- C. CREDIT HOURS: 3**
- D. WRITING INTENSIVE COURSE (OPTIONAL): It could be offered as WI.**
- E. COURSE LENGTH: (full semester 15 weeks)**
- F. SEMESTER(S) OFFERED: Fall and Spring.**
- G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:
Three hours lecture per week**
- H. CATALOGUE DESCRIPTION: This course provides an extensive exploration of the impact of aging on women. Topics include the social construction of older women; historical and theoretical perspectives on midlife and older women; relationships with family and friends; racial, ethnic, and demographic issues; spirituality; economic issues; and living arrangements and care giving.**
- I. PRE-REQUISITES/CO-COURSES: Prerequisite SOCI 101. Additionally, students must have at least junior standing or permission of instructor.**
- J. GOALS (STUDENT LEARNING OUTCOMES):
By the end of this course, the student will:**

<i>Course Objective</i>	<i>Institutional SLO</i>
a Examine the social construction of older women.	1. Communication 2. Critical Thinking
b. Appraise the historical and theoretical perspectives on midlife and older women.	1. Communication 2. Critical Thinking
c. Investigate societal impacts on the lives of women in midlife and older age.	1. Communication 2. Critical Thinking 4. Inter-Intrapersonal Skills
d. Critically analyze the impact of age and gender.	1. Communication 2. Critical Thinking

K. TEXTS:

Coyle, J.M. (2001). *Handbook on Women and Aging*. Westport CT: Praeger Publisher.

Garner, J. D. and Mercer, S.O. (2001). *Women As They Age* (2nd Ed.). New York: The Hawthorn Press.

L. REFERENCES:

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- Backer, J. (1995). Perceived stressors of financially secure, community-residing older women. *Geriatric Nursing, 16*(4), 155-159.
- Barnes, C., Given, B., & Given, C. (1995). Parent caregivers: A comparison of employed and not employed daughters. *Social Work, 40*(3), 375-381.
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- Bird, C. (1995). *Lives of our own: Secrets of salty old women*. Boston: Houghton Mifflin.
- Browne, C. (1995). Empowerment in social work practice with older women. *Social Work, 40*(3), 358-364.
- Butler, R., Collins, K., Meier, D., Muller, C., & Pinn, V. (1995a). Older women's health: Clinical care in the postmenopausal years. *Geriatrics, 50*(6), 33-36+.
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- Davis, N., Cole, E., & Rothblum, E., (Eds.). (1993). *Faces of women and aging*. New York: Haworth Press.
- Dodge, H. (1996). *Poverty transitions among elderly widows*. New York: Garland Publishing.
- Dorfman, L. (1995). Health, financial status, and social participation of retired rural men and women: Implications for educational intervention. *Educational Gerontology, 21*(7), 653-669.
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- Ettner, S. (1995). The impact of "parent care" on female labor supply decisions. *Demography*, 32(1), 63-80.
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- Fischer, K. (1995). *Autumn gospel: Women in the second half of life*. New York: Paulist Press.
- Franks, M., & Stephens, M. (1996). Social support in the context of caregiving: Husbands' provision of support to wives involved in parent care. *Journal of Gerontology: Series B: Psychological Sciences and Social Sciences*, 51B (1), P43-P52.
- Freysinger, V. (1995). The dialectics of leisure and development for women and men in mid-life: An interpretive study. *Journal of Leisure Research*, 27(1), 61-84.
- Friedan, B. (1993). *The fountain of age*. New York: Simon & Schuster.
- Grambs, J. (1989). *Women over forty: Visions and realities*. (Rev. Ed.). New York: Springer Publishing Co.
- Hammond, J. (1995). Multiple jeopardy or multiple resources? The intersection of age, race, living arrangements, and education level and the health of older women. *Journal of Women and Aging*, 7(3), 5-24.
- Handa, V. L., Landerman, R., Hanlon, J., Harris, T., & Cohen, H. (1996). Do older women use estrogen replacement? Data from the Duke Established Populations for Epidemiologic Studies of the Elderly (EPESE). *Journal of the American Geriatrics Society*, 44(1), 1-6.
- Hannon, K. (1995, September). Why the rules are different for women. *Working Woman*, pp. 20+.
- Hershey, D. (1995). Influence of age and gender on estimates of long-term financial growth functions. *Aging and Cognition*, 2(3), 231-250.
- Hibbard, J. (1995). Women's employment history and their post-retirement health and resources. *Journal of Women and Aging*, 7(3), 43-54.
- Jacobs, R. (1993). *Be an outrageous older woman: A RASP*. (Rev. Ed.). Manchester, CT: Knowledge, Ideas, & Trends.
- Jacobson, J. (1995). *Midlife women: Contemporary issues*. Boston: Jones & Bartlett.
- Jirovec, R., & Erich, J. (1995). Gray power or power outage? Political participation among very old women. *Journal of Women and Aging*, 7(1-2), 85-99.
- Lanetto, S., Keminski, P., & Felicio, D. (1995). Typical and optimal aging in women and men: Is there a double standard? *International Journal of Aging & Human Development*, 40(3), 187-207.
- Laws, G. (1995). Understanding ageism: Lessons from feminism and postmodernism. *Gerontologist*, 35(1), February, 112-118.
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- Meyer, B., Russo, C., & Talbot, A. (1995). Discourse comprehension and problem solving: Decisions about the treatment of breast cancer by women across the life span. *Psychology and Aging*, 10(1), 84-103.
- Minick, P., & Gueldner, S. (1995). Patterns of conflict and anger in women sixty years old or older: An interpretive study. *Journal of Women and Aging*, 7(1-2), 71-84.
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- Perkins, K. (1995). Social [in]security: Retirement planning for women. *Journal of Women and Aging*, 7(1-2), 37-53.

- Peterson, B., & Klohnen, E. (1995). Realization of generativity in two samples of women at midlife. *Psychology and Aging, 10*(1), 20-29.
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- Quinn, P., & Walsh, S. (1995). Midlife women with disabilities: Another challenge for social workers. *Affilia, 10*(3), 235-254.
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- Richardson, V., & Kilty, K. (1995). Gender differences in mental health before and after retirement: A longitudinal analysis. *Journal of Women and Aging, 7*(1-2), 19-35.
- Rife, J. (1995). Older unemployed women and job search activity: The role of social support. *Journal of Women and Aging, 7*(3), 55-68.
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- Welsh, W., & Stewart, A. (1995). Relationships between women and their parents: Implications for midlife well-being. *Psychology and Aging, 10*(2), 181-190.

M. EQUIPMENT: Technology enhanced classroom.

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS: Tests, assignments, research paper.

P. TOPICAL OUTLINE:

I. Introduction to Women and Aging

a. Current status of women in midlife and older

i. Global view

a. Developing countries

b. Developed countries

ii. United States

b. Social construction of older women

c. The sociological imagination

II. Historical and Theoretical Perspectives

a. Sexism and ageism

- b. Sociological theories**
 - i. Conflict theory**
 - a. Feminist theory**
 - ii. Structural functional theory**
 - iii. Symbolic interactionist theory**
 - a. vocabulary and images of women in midlife and older**
- c. History of older women in America**

III. Relationships

- a. Married, not married, and never married**
- b. Children**
- c. Friendship patterns**
- d. Care giving relationships**

IV. Demographic, Racial, and Ethnic Issues

- a. Demographic trends in US**
 - i. Impact of Baby Boomer cohort**
 - ii. After the Boomers**
- b. Midlife and older Black women**
- c. Aging and Native American women**
- d. Issues affecting Asian American women**
- e. Chicanas and Aging**
- f. Midlife and older White women**

V. Living Issues

- a. The health of older women**
 - i. Physical health: dealing with chronic illness**
 - ii. Mental and emotional health issues**
- b. Spirituality and older women**
- c. Living arrangements**
- d. Women survivors: the oldest old**

VI. Economic Issues

- a. Economic status of older women**
- b. In the workforce: midlife and older women**
- c. Retirement: Is this even a possibility?**

VII. The future of older women

- a. Implications of government action**
- b. Life course impacts**
- c. End of life issues**

Q. LABORATORY OUTLINE: none