

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



MASTER SYLLABUS

SOCI 313: Women and Aging

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SCHOOL of BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
Last Updated: Spring 2015
FALL 2021

- A. **TITLE:** Women and Aging
- B. **COURSE NUMBER:** SOCI 313
- C. **CREDIT HOURS:** 3 Lecture Hours per Week for 15 Weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** n/a
- F. **SEMESTER(S) OFFERED:** Fall and Spring

G. **COURSE DESCRIPTION:**

In this course students will explore the impact of aging on women, with special emphasis on the diverse experiences, challenges, and social and economic conditions of older 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.

- H. **PRE-REQUISITES/CO-REQUISITES:** SOCI 101

I. **STUDENT LEARNING OUTCOMES:**

<u>Course Student Learning Outcome [SLO]</u>	<u>ISLO & Sub-Sets</u>
a. Understand the process and product of women aging from a sociological, historical, and theoretical perspective.	2 Critical Thinking (CA)
b. Explore how the aging experience of women is socially created and examine how such aging varies across groups and cultures.	2 Critical Thinking (IA)
c. Examine social issues, policies, and programs of relevance to older women in our society.	2 Critical Thinking (CA)
d. Examine the impact of aging on women and the diverse experiences, challenges, and social and economic conditions of older women.	2 Critical Thinking (IA)

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit, /Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

- J. **APPLIED LEARNING COMPONENT:** No

- K. **TEXTS:** To be determined by the instructor

L. REFERENCES:

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M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A -F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:
Exams • Quizzes • Assignments • Participation/Discussion

P. DETAILED COURSE OUTLINE:

I. Introduction to Women and Aging

- a. Current status of women in midlife and older
- b. Global view
- c. Developing countries
- d. Developed countries
- e. United States
- f. Social construction of older women
- g. The sociological imagination

II. Historical and Theoretical Perspectives

- a. Sexism and ageism
- b. Sociological theories
- c. Conflict theory
- d. Feminist theory
- e. Structural functional theory
- f. Symbolic interactionist theory
- g. vocabulary and images of women in midlife and older
- h. 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
- b. Impact of Baby Boomer cohort
- c. After the Boomers
- d. Midlife and older Black women
- e. Aging and Native American women
- f. Issues affecting Asian American women
- g. Chicanas and Aging
- h. Midlife and older White women

V. Living Issues

- a. The health of older women
- b. Physical health: dealing with chronic illness
- c. Mental and emotional health issues
- d. Spirituality and older women
- e. Living arrangements
- f. 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