



Family Studies 2265B (530): Midlife and the Elder Years
January - April 2018

Dr. Stephen Lin

Office hours: by appointment

Email: clin64@uwo.ca

Class time/room:

Wednesdays 6:30pm - 9:30pm / Ursuline Hall 30

COURSE DESCRIPTION

This course investigates the midlife and elder stages of life, topics of great importance to Canadian society given the aging of the population. Areas considered may include psychological adjustment, social networks, career and family changes, health care, elder care, and adaptation to transition.

PREREQUISITE

Any Family Studies 1000-level course, or permission of instructor

COURSE OBJECTIVES AND COMPETENCIES:

- Students will critically apply core theoretical frameworks and concepts to social aspects of family in midlife and elder years (critical thinking, inquiry and analysis).
- Students will relate theoretical concepts and research to real-life transitions in mid and later life (critical thinking, inquiry and analysis).
- Students will learn how to use a multi-level perspective which relates the political and economic environment, structured social relations (e.g., age, gender, class), social institutions (e.g., work and family), interpersonal relationships (especially with family members) and individual experience to one another (critical thinking, inquiry and analysis).
- Students will critically interpret quantitative and qualitative data related to family ties and aging presented in lay and professional sources (critical thinking and problem solving).
- Students will improve proficiency in oral communication and writing skills (critical thinking, problem solving, communication, inquiry and analysis).

READING

Selected book chapters and journal articles are assigned each week and they are downloadable from OWL.

METHODS OF INSTRUCTION

Teaching methods will include lectures and in-class discussions.

COURSE MANAGEMENT POLICY

The course involves a large commitment of student participation and reading on your own. You are advised to attend to every lecture and view every media presentation, as well as participate in class activities at various levels. Missed lectures and any material given in class are the responsibility of the student, not the professor. **There will NOT be any make-up examinations nor extra work for the purpose of improving grades.**

Late submission of an assignment by due date will result in .5 deduction of total weight of the assignment for each day beyond the deadline except when the instructor recognizes that there are legitimate and documented exceptional circumstances (e.g., illness, death in the family).

The policies governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the attached Academic Policies and Regulations.

Changes in information that appear in this course outline will be discussed in class prior to being implemented.

The written work will be evaluated on both of the contents and style. Your demonstrated ability to apply and integrate the conceptual materials learned from the course is one of the important aspects of evaluation. The other aspects centre on professional writing, including coherent, concise, comprehensive, spelling, grammar, punctuation, pagination, paragraphing, use of headings when necessary, precise citation and referencing.

METHOD OF EVALUATION

<u>Requirements</u>	<u>Weight</u>
Group Presentation and Report Assignment	15%
In-Class Test	30%
Community Field Research Project	25%
Final exam	30%

EVALUATION DETAILS

1. Group Presentation (5%) & Report (10%) Assignment – February 14 & 16

At the beginning of this semester, students will form a group of **3** and find a reputable news article related to themes covered between **January 10 and February 7**. Your group will briefly summarize the chosen article and explain how relevant theories and concepts help your group to study and analyze the main issues presented in the article. Each group will have **6-8 minutes** to complete the oral presentation. Afterward, your group will submit a **4-page double-spaced (12-pitch font)** report based on your oral presentation.

Note for the report:

- Please **integrate** course material with the ideas your group extracts from the article. This means that you **DO NOT** need to provide definition of any theory or concept you have learned in this lecture, but instead apply them properly to the context of the article.
- Please **fully edit your paper** before your email submission (clin64@uwo.ca) by **4:00pm, Friday, February 16**.

2. In-Class Test (30%) – February 28

- This 2-hour in-class closed-book exam will cover course materials from **January 10 up to February 7**. You should use **lecture slides and notes** as your primary preparation materials. Readings can supplement your exam preparation.
- Exam format will be **multiple-choice** questions only.

3. Final Exam (30%) – During April Exam Period

- This 2-hour closed-book **non-cumulative** exam will cover course material after the midterm from **March 7 up to April 11**. You should use **lecture slides and notes** as your primary preparation materials. You can use the reading as supplement to your exam preparation.
- Exam format will be **multiple-choice plus short answer** questions.

4. Community Field Research Project (25%)- due on Friday, April 13

Students will be working as a group on a community field research project related to **mid and elder years**. Your main task is to come up with an interesting research topic from which your group attempts to develop a **researchable question**. Then, your group will collect information from:

- various departments of federal, provincial or municipal governments
- non-governmental organizations
- community centres
- libraries
- local community events
- mass and social media

Next, your group will analyze all the written or observational data in order to reach your findings. In this group research project, you must relate your analysis to key concepts and themes covered in this course. Your group will submit one group paper (**8 pages max., double-spaced, 12-inch font**) by email: clin64@uwo.ca) before **4:00pm, Friday April 13**

The structure of the research paper assignment is listed as follows:

- **Summarize** the chosen topic by highlighting key ideas, importance and purpose of your research and then propose your research question (up to 2 pages)
- **Analyze** the information you have gathered with relevant theories and concepts and explain how it helps your group to answer your research (up to 4 pages)
- **Conclude** your research by highlighting the key findings and suggestions for future research to improve your understanding of the chosen topic (up to 2 pages)

Course Schedule & Readings

PART 1: INTRODUCTION & THEORETICAL ORIENTATION

January 10:

Introduction of Course Material, Assignment & Expectation
Theoretical Orientation

- Amato, P. (2005). Family change: Decline or resilience. Pp. 112-117 in Vern L. Bengtson, Alan C. Acock, Datherine R. Alen, Peggy Dilworth-Anderson, & David M. Klein (Eds.), *Sourcebook of family theory & research*, Thousand Oaks, CA: Sage.
- Settersten, Richard A. Jr. (2006). Aging and the life course. Pp. 3-19 in Robert H. Binstock & Linda K. George (Eds.), *Handbook of aging and the social sciences*. Burlington, MA: Elsevier.

PART 2: FAMILY TIES

January 17:*Overview of Family Ties over the Life Course & Conceptual/Theoretical Review*

- Dilworth-Anderson, P, Burton, L.M. & Klein, D.M. (2005). Contemporary and emerging theories in studying families. Pp. 35-50 in Vern L. Bengtson, Alan C. Acock, Katherine R. Allen, Peggye Dilworth-Anderson, & David M. Klein (Eds.), *Sourcebook of family theory & research*. Thousand Oaks, CA: Sage.
- Demo, David H., Aquilino, W.S., & Fine, M.A. (2005). Family composition and family transitions. Pp. 119-142 in Vern L. Bengtson, Alan C. Acock, Katherine R. Allen, Peggye Dilworth-Anderson, & David M. Klein (Eds.), *Sourcebook of family theory & research*. Thousand Oaks, CA: Sage.

January 24:*Intimate Ties & Partnerships*

- Luong, G, Charles, S.T., & Fingerman, K.L. (2011). Better with age: Social relationships across adulthood. *Journal of Social and Personal Relationships*, 28(1), 9-23.
- Fingerman, K. L., Miller, L., & Charles, S. T. (2008). Saving the best for last: How adults treat social partners of different ages. *Psychology and Aging*, 23, 399–409.

January 31*The Impact of Life Transitions on Intimate Ties*

- Ginn, J., & Fast, J. (2006). Employment and social integration in midlife: Preferred and actual time use across welfare regime types. *Research on Aging*, 28(6), 669-690.

Transitions in Intimate Relationships

- Connidis, I.A. (2010). Transitions in intimate relationships: losses and opportunities. Pp. 107-136. In Ingrid A. Connidis (Eds.), *Family Ties and Aging*. Los Angeles: Pine Forge Press/Sage.

February 7:*Singlehood and Family Ties*

- Connidis, I.A. (2010). Being single in later life. Pp. 93-106. In Ingrid A. Connidis (Eds.), *Family Ties and Aging*. Los Angeles: Pine Forge Press/Sage.

February 14:

- Group Presentation / Report Due on **Friday, February 16 by 4:00pm**

February 21:

- Reading Week (No class)

February 28:

- In Class Test #1 (25%)

PART 3: INTERGENERATIONAL RELATIONS**March 7:***The Complexity of Intergenerational Relations*

- Pillemer, K., Suitor, J.J., Mock, S.E., Sabir, M., Pardo, T., & Sechrist, J. (2007). Capturing the complexity of intergenerational relations: Exploring ambivalence within later-life families. *Journal of Social Issues*, 63(4), 775-791.
- Lowenstein, A., Katz, R., & Biggs, S. (2011). Rethinking theoretical and methodological issues in intergenerational relations research. *Aging & Society*, 31(7), 1077-1083.

March 14:*Childless People & Grandparents and Grandchildren*

- Hagestad, G., & Call, V.R.A. (2007). Pathways to childlessness: A life course perspective. *Journal of Family Issues*, 28(10), 1338-1361.
- Letherby, G. (2002). Childlessness and bereft?: Stereotypes and realities in relation to 'voluntary' and 'involuntary' childlessness and womanhood. *Sociological Inquiry*, 72(1), 7-20.

March 21:*Divorce, Remarriage, Step Ties & Intergenerational Relations*

- Van Gaalen, R.I., & Dykstra, P.A. (2006). Solidarity and conflict between adult children and parents: A latent class analysis. *Journal of Marriage and Family*, 68(4), 947-960.
- Belinda Wijckmans, B., & Jan Van Bavel, J.V. (2013). Divorce and adult children's perceptions of family obligations. *Journal of Comparative Family Studies*, 44(3), 291-310.

PART 4: SIBLING TIES

March 28:*Sibling Ties & Exchanges of Support*

- Connidis, I.A. (2005). Sibling ties across time: The middle and later years. Pp. 429-436. In Malcolm Johnson (Ed.), *The Cambridge handbook of age and ageing*. Cambridge, UK: University of Cambridge Press.
- Eriksen, S., Gerstel, N. (2002). A labor of love or labor itself: Care work among adult brothers and sisters. *Journal of Family Issues*, 23(7), 836-856.

April 4:*Living Alone & Successful Aging*

- Supplemental reading:
Funk, L. (2015). Beyond Participation: the Social Inclusion of Older Adults. Oxford University Press. pp. 122-142.
- In-class documentary: "*Being Old in Rural Japan*"
<https://www.youtube.com/watch?v=GDyPwiVObzg>

PART 5: RESEARCH & POLICY**April 11:***Research & Policies*

- Kohli, M. (2006). Aging and justice. Pp. 456-478 in Robert H. Binstock & Linda K. George (Eds.), *Handbook of aging and the social sciences*, 6th ed. Ne York: Academic Press, Elsevier.
- Community Group Field Research Paper due on **Friday, April 13 by 4:00pm (Email Submission Only)**

2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: <http://westerncalendar.uwo.ca/2017/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time

of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices

(http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.