



Family Studies and Human Development 2265B (530)
Midlife and the Elder Years
January - April 2020

Dr. Stephen Lin

Office hours: by appointment

Email: clin64@uwo.ca

Class time/room:

Mondays 4:30pm - 7:30pm / BR 304

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 and Human Development 1000-level course or a former Family Studies 1000-level course or permission of the 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 level 2, inquiry and analysis level 3).
- Students will relate theoretical concepts and research to real-life transitions in mid and later life (critical thinking level 3, inquiry and analysis level 2).
- 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 level 2, inquiry and analysis level 3).
- Students will critically interpret quantitative and qualitative data related to family ties and aging presented in lay and professional sources (critical thinking level 3 and problem solving level 3).
- Students will improve proficiency in oral communication and writing skills (critical thinking level 2, problem solving level 2, communication level 3, inquiry and analysis level 3).

READING

Connidis, I.A. & Barnett, Amanda. (2018). *Family Ties & Aging, 3rd ed.* Thousand Oaks, CA: Sage. (ISBN: 978-1-41-299286-2)

**Additional readings will be provided on 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). However, all such documentation should go to academic advising and the instructor will be notified with academic accommodation given the student.

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.

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

Theory Application Paper (January 31)	20%
In-Class Open-book Test (February 10)	25%
Final Exam (April Exam Period)	25%
Community Research Project (Presentation: March 30/ Paper April 3)	30%

EVALUATION DETAILS

1. Theory Application Assignment (20%) – Friday, January 31

In this assignment, you are asked to submit a **4-page (of 12 point font, double spaced)** paper that demonstrates your full understanding of the main theories and concepts that family scholars use to analyze various family ties over the life course. My expectation is:

- define the selective theories/perspectives and concepts in the context of family ties and aging (see lecture one and Chapter One in the main textbook)
- demonstrate their relationship, that is, linking theories and concepts (e.g., interconnectedness or embeddedness) to show the complexity of studying family ties and aging theoretically and conceptually
- provide your brief reflection of how the theories and concepts you choose contribute to sociology in general

Please link theories and concepts while defining them at the same time. **You do not need to conduct additional research for this paper. Simply cite textbook and/or lecture materials with any referencing style (e.g., APA or MLA).** Please submit your paper to the online dropbox through OWL before **5:00pm, Friday, January 31**

Examples of Citing Lectures

- In-text citation: (Lin, Lecture 2, 2019)
- Reference citation: Lin, S. (2019). Lecture 2: Establishing Family Context, January 21, 2019. Family Studies 2265: Midlife and Elder Years. Brescia University College, London ON Canada.

2. In-Class Open-Book Test (25%) – February 10

- This 2-hour in-class exam will cover course materials from **Jan 6 up to Feb 3**. 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.

3. Final Exam (25%) – During April Exam Period

- This 2-hour **non-cumulative** exam will cover course material after the midterm from **February 24 to March 23**. 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 one short answer question.

4. Community Research Project (30%) – Presentation: March 30 / Paper: April 3

Students will be working as a group on a community research project related to **mid and elder years**. Your main task is to propose 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 before **5:00pm, Friday April 3**. 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 question (up to 4 pages)
- **Conclude** your research by highlighting the key findings and suggestions for future research to improve your understanding of the topic (up to 2 pages)

****Please note that on Monday, March 30, each group will present the research topic, background information, theoretical frameworks and key finding**

Course Schedule & Readings

PART 1: INTRODUCTION & THEORETICAL ORIENTATION

January 6:

*Introduction of Course Material, Assignment & Expectation
Theoretical Orientation*

- Connidis & Barnett. Preface and Chapter 1: Older Persons in a Family Context.

PART 2: FAMILY TIES

January 13:

Overview of Family Ties over the Life Course & Conceptual/Theoretical Review

- Connidis & Barnett. Chapter 2: The Availability of Family Ties in Later Life.

January 20:

Intimate Ties & Partnerships

- Connidis & Barnett, Chapter 3: Intimate Ties in Later Life.
- Connidis & Barnett, Chapter 4: Long-Term Intimate Partnerships: Marriage and Same-Sex Unions.

January 27:

The Impact of Life Transitions on Intimate Ties

- Connidis & Barnett, Chapter 5: Transitions in Intimate Ties: Loss of a Long-Term Partner.

Transitions in Intimate Relationships

- Connidis & Barnett, Chapter 7: New Opportunities for Intimacy in Later Life.

** Theory Application Paper Due by **4:00pm, Friday January 31** (Online OWL Submission)

February 3:

Singlehood and Family Ties

- Connidis & Barnett, Chapter 6: Being Single in Later Life.

February 10:

- In-Class Test (25%): 4:30pm – 6:30pm

February 17:

- Reading Week (No class)

PART 3: INTERGENERATIONAL RELATIONS

February 24:

The Complexity of Intergenerational Relations

- Connidis & Barnett, Chapter 8: Exploring Intergenerational Relations.

Intergenerational Exchanges of Support

Connidis & Barnett, Chapter 9: Support Exchanges Between Older Parents and Adult Children.

March 2:

Childless People & Grandparents and Grandchildren

- Connidis & Barnett, Chapter 10: Childless Older Persons.
- Connidis & Barnett, Chapter 11: Grandparents and Grandchildren.

March 9:

Divorce, Remarriage, Step Ties & Intergenerational Relations

- Connidis & Barnett, Chapter 12: Partner Transitions, Step-ties, and Intergenerational Relations.

PART 4: SIBLING TIES

March 16:

Sibling Ties & Exchanges of Support

- Connidis & Barnett, Chapter 13: Sibling Ties in Middle and Later Life.
- Connidis & Barnett, Chapter 14: Life Transitions and Sibling Ties.

PART 5: SOCIAL ISOLATION IN OLD AGE, RESEARCH & POLICY

March 23:

Living Alone & Successful Aging

- Supplemental reading:
Funk, L. (2015). Beyond Participation: the Social Inclusion of Older Adults. Oxford University Press. pp. 122-142.

Research & Policy

- Connidis & Barnett, Chapter 15: Research and Policy: Issues and Directions.

March 30:

Group Presentation Day (No Reading)

- Community Research Paper due on **Friday, April 3 by 5:00pm**
(Email Submission Only: clin64@uwo.ca)

2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form** to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](#) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](#), <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.*

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 and warranted.

It is important to note that the Academic 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://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

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

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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. 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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

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.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

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 obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

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/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
