

SOCI 3373 CIN2: Aging in Cross-cultural Perspective

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Syllabus

Course Overview

This course describes and compares the status of older persons from a global, cross-cultural perspective. As part of the study of Aging, this sub-field is known as **ethno-gerontology** which examines the influence of ethnicity, national origin and culture on individual and population aging (Chappell, Gee, McDonald and Stones, 2003).

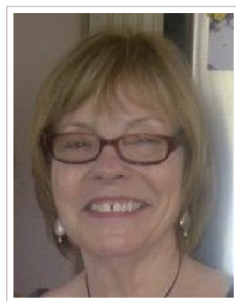
The course will examine social policies, programs and services provided to the aged in different countries and we will learn about the ways in which Canadian social policies and programs have been created, and by whom, to assist older persons to contribute to their communities as immigrants and refugees living here.

It will recognize the crucial roles which older persons play in every culture in the world and will discuss some of the challenges which all countries presently face and will in the future as the population of older persons everywhere continues to grow substantially.

We will learn about the cultural context of aging from a world-wide perspective. Not only will we have a greater understanding of how old age is differently defined across cultures we'll also examine the experiences of older immigrants to Canada who represent culturally diverse and multi-faceted ethnic groups.

Assignments should include a reference to or a comparison with some of the material in the required readings. Keep in mind that many of the questions are about immigrants in Canada; therefore, you need to keep immigrant seniors as your focus. This may entail additional research on your part and such sources need to be included in your bibliography.

Instructor



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Course Materials

If a student chooses to use an earlier, older edition of the required text books, it is their responsibility to check that topics/chapter titles align with the course syllabus.

All students are required to do all of the assigned readings as the following lessons are generated in part directly from them. Both required text books are available through the Acadia University bookstore.

Douglas Durst, Michael MacLean. 2010. *Diversity and aging Among Immigrant Seniors in Canada: Changing Faces and Greying Temples*. Detselig Enterprises Ltd, Calgary, Alberta. ISBN 978-1550594072

See the [student handbook](#) for ordering information.

Evaluation

Discussion Questions generated from the required readings. (12 x 7)	84%
Major Assignment (Submit proposal Module 6 - final assignment due Module 10) : Interview with an immigrant elder living in Canada OR Research assignment on aging in a culture outside of Canada	16%
	100%

The interview or research assignment can be presented as an essay, Power Point presentation, Video, WebPages or some other format to be agreed upon with the instructor.

There are some very good Internet sites which provide a vast array of information about aging in other countries and in Canada, among them are the following:

- Canadian Association of Retired Persons @ www.carp.ca
- American Association of Retired People @ www.aarp.org/
- United Nations Ageing @ <https://www.un.org/development/desa/ageing/publications.html>
- International Federation on Aging @ www.ifa-fiv.org/
- World Health Organization, Ageing and the Life-Course Division @ www.who.int/ageing/en/index.html
- Population Reference Bureau in Washington, DC @ <http://www.prb.org/>

The Sokolovsky book also includes "Web Books" at the end of each section of the text and you are advised to go to the different on-line sources to read these articles. You may also find some new articles/readings on Sokolovsky's web page for this book: <http://faculty.usfsp.edu/jsokolov/webbook/>.

The assignments are delivered to the instructor via assignment drop-boxes as attachments. Please remember to put your name, student number, course number, and assignment number on the assignment and keep a copy in the event the original is lost.

Note files must be readable by Excel 2003 or Word 2003.

Should you have problems with assignment drop-boxes please contact Open Acadia Support

Course Schedule

Click to download the suggested schedule for this course: [SOCI 3373 CIN2 - Suggested Schedule](#)

Print out this schedule and fill in your start date to use the recommended timeline to plan out when you will do readings and assignments. This is a tool to help you plan and time manage this course. If you get off-track, make sure to revisit your schedule and re-evaluate the dates you've set for yourself

You have 6 months to complete this course. You may set your own schedule, but if you intend to complete the course in less than 3 months, you should let me know so that we can arrange a schedule.

Please do not leave all of your course work until a few weeks before your completion date. Although I will make every effort to accommodate your schedule within reason, I need time to grade assignments and mark exams..

Quick Overview: Recommended Schedule:

This is just a recommended schedule, you can work on the modules at your own pace as long as it is within the time frame of the course, as well you can submit assignments out of order as long as you let me know you are doing this.

Week 1	Module 1
Week 2-3	Module 2
Week 4	Module 3
Week 5	Module 4
Week 6	Module 5
Week 7-8	Module 6
Week 9	Module 7
Week 10	Module 8
Week 11	Module 9
Week 12-13	Module 10
Week 14	Module 11
Week 15	Module 12

Student Handbook

You are responsible for becoming familiar with the contents of the Student Handbook. It contains important information about scheduling examinations (if applicable), applying for extensions, withdrawing from your course, ordering books, and computer and library services available to you. If you have questions about the policies outlined in the handbook (<https://courseware.acadiau.ca/openacadia/studenthandbook.html>), contact:

Open Acadia

- 21 University Avenue (Rhodes Hall)
- Wolfville, NS B4P 2R6
- Phone: 1-800-565-6568
- Fax: 1-902-585-1068
- Email: openacadia@acadiau.ca

Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise
- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

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