School of Health & Rehabilitation Sciences

**Course information**

Department / Course Number: HTHRHSC 4700 and 6700

Course Title: Global Aging

**Term:** Spring 2025 – Online Course

**Credit Hours:** 3 Semester Credit Hours

**FACULTY information**

## Instructor: Jessica Krok-Schoen, PhD, MA, FGSA

## Department: Health Sciences

**Office Location:** 1190c Graves Hall

**Phone Number:** 614-366-9203 (office)

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**Office Hours:** By appointment

## How can I get in touch with Dr. Krok-Schoen?

Email is the best way to contact me for a prompt response. You can also phone me anytime and leave a message on voicemail at 813-368-6470 (cell).

**Class Meeting Schedule**

This course is 100% online and asynchronous meaning we do not have scheduled days/times to meet. You are responsible for completing the online course work for each week.

**Course materials/SOFTWARE**

## Textbook (required)

* Global Aging **Second** Edition (2019) by Whittington, Frank J, Kunkel Suzanne R., de Medeiros, Kate. ISBN-13: 9780826162533/ ISBN-10: 0826162533

**Course Description**

The 21st century is one of profound challenges associated with dramatic increases in the numbers of people living longer. In almost every country, the proportion of people aged over 65 years is growing faster than any other age group, because of both longer life expectancy and declining fertility rates. The United Nations has brought much needed attention to this “silent revolution,” which has a profound impact on all societies. These trends will have a significant impact on health care with a growth in chronic diseases and conditions. At the same time, the family structure in many countries is shifting and with it, the traditional responsibility for caring for older family members. What do these changes mean for healthcare professionals and the use of technology? This course explores the long-term economic, social, and geopolitical implications of aging and health related conditions and disparities around the world. We will examine the impact of these social and economic changes on the environments that surround and support older people. The role of national organizations, policy and the role of the health care professional as they impact the environmental requirements of the older individual. The role of technology and the interaction within the lived environment will be specifically explored. This course will examine the status of older adults in the developed and developing world and in communities of recent immigrants to the United States. Class readings and discussions will focus on the impact of aging societies upon health and health care worldwide.

**Short Description:** Study of health and well-being of older adults in developed and developing countries.

**Prerequisites**

None

**General education THEME learning outcomes**

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. (Course ELO 1,2,5-7)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. (Course ELO 5,6)

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. (Course ELO 4-7)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. (Course ELO 1,3,6)

**General Education Learning Outcomes (ELO) for THEME Lived Environments**

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. (Course ELO 1-3)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. (Course ELO 4,6,7)

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans’ interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. (Course ELO 3,4)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. (Course ELO 1-3)

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. (Course ELO 4-7)

**Course Learning Outcomes**

By the end of this course, students should successfully be able to:

1. Describe similarities and differences in normal aging in developed and developing countries.
2. Describe the impact of acute and chronic illness among older adults in developed and developing countries.
3. State the impact of family structure on the care and support provided to older adults.
4. Outline the impact of public and health policies upon the well-being of older adults in developed and developing countries.
5. Analyze how the role of the healthcare professional will be changing as part of the global trends in aging.
6. Identify what type of policies are needed to meet the health needs of our global aging population.

**How this course works**

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. Students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of average.

##### Because this is an online course, your attendance is based on your online activity and participation:

* **Participating in online activities**: **AT LEAST ONCE PER WEEK**

You are expected to log in to the course in Carmen every week. (During most weeks, you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

##### Participating in discussion forums: 2 TIMES PER WEEK

As part of your participation, each week you can expect to post twice (original post and a response) as part of our substantive class discussion on the week's topics.

***Discussion board groups*:**

Before the start of week 2, you will be divided into groups to facilitate small group discussions in the discussion forums. Please see group assignments under "Assignments" to know which group you are in. This will be your group for the entire semester.

**Course Policies**

All School and Program course policies apply to this course. [HRS Handbooks](https://hrs.osu.edu/academics/academic-resources/student-handbooks) are available. These provide all required policies and procedures required for students accepted into SHRS academic programs.

Students may use [Red Button](https://hrs-student-concerns.osumc.edu/) to report academic and learning environment concerns to the School of Health and Rehabilitation Sciences Assistant Dean for Academic Affairs and the Assistant Dean for Diversity and Inclusion. You may choose to remain anonymous but if you provide your contact details, individualized follow-up can be provided. When you complete a report with the Red Button System, the Directors for Academic Affairs and Diversity & Inclusion receive the report and will review within 72 hours.

**Course TECHNOLOGY**

Online Structure: This course will be conducted in a distance-learning, online format with no face to face meetings. All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](https://teaching.resources.osu.edu/toolsets/carmencanvas/guides/getting-started-carmen-students) is available. Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. [IT support hours are available online](https://it.osu.edu/help), and support for urgent issues is available 24 hours a day, seven days per week.

Self-Service and Chat support: [go.osu.edu/IT](https://go.osu.edu/IT) • Phone: 614-688-HELP (4357)

Email: [ServiceDesk@osu.edu](mailto:ServiceDesk@osu.edu) • TDD: 614-688-8743

**Internet requirements:**

Minimum WiFi speed of 3 MB/s is required for using CarmenCanvas to submit assignments, while a minimum 7 MB/s is recommended for Zoom classes, streaming lectures, etc. Students can connect devices to campus wireless internet, eduroam, by navigating to [wireless.osu.edu](https://wireless.osu.edu/).

**Microsoft 365**

This course requires students to author documents using Microsoft 365. Students can login to Microsoft 365 via [microsoft365.osu.edu](https://microsoft365.osu.edu/). Check the university’s IT Service Desk knowledge base article KB04728, [FAQ on Office 365 for Students](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04728), for information on hardware requirements.

**University Policies**

Up to date [university policies](https://ugeducation.osu.edu/faculty-and-staff-resources) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:

* Artificial Intelligence and Academic Integrity
* Copyright
* Counseling and Consultation Services/Mental health statement
* Creating an environment free from harassment, discrimination, and sexual misconduct
* Disability Statement (with accommodations for COVID)
* Diversity Statement
* Grievances and solving problems.
* Lyft Ride Smart
* Weather / Short-term closing

**Religious accomodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students’ religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student’s religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students’ sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student’s presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student’s request for time off shall be provided if the student’s sincerely held religious belief or practice severely affects the student’s ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional](mailto:equity@osu.edu) [Equity.](mailto:equity@osu.edu)

**Your Mental Health-Counseling and Consultation Services**

The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email [hrscom.counseling@osumc.edu](mailto:hrscom.counseling@osumc.edu), indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand).

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at [988](tel:988)or at [988lifeline.org](https://988lifeline.org/). The [Ohio State Wellness app](http://www.go.osu.edu/wellnessapp) is also a great resource.

**Grading and evaluation**

Graded assignments will come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

## How your grade is calculated:

| Assignment Name | Points / Weight |
| --- | --- |
| **Quizzes** | **20% (34 points)**  Weekly (12) quizzes for 3 points each, drop lowest 2 quizzes |
| **Discussion Board Postings:** Two posts (one original, one response) | **35% (24 points)**  10 weeks at 3 points each, drop lowest 2 discussion boards |
| **Major Project: 5 parts** | **45% (71 points)** |
| Country of choice survey | 1 point |
| Annotated biography | 20 points |
| Final paper section #1 draft | 10 points |
| Final paper section #2 draft | 10 points |
| Final paper | 30 points |
| TOTAL COURSE POINTS | **100% (128 points)** |

*See course schedule, below, for due dates.*

**Course Assignments**

Descriptions for assignment or category of assignments, including expectations about individual vs. collaborative work, relative weight toward the course grade, and information about the length and format of all papers.

### QUIZZES

Weekly quizzes will be given during the semester. This is to ensure you are reviewing and learning the assigned information. Each quiz counts as 3 points. I will drop the lowest 2 quiz grades. The quizzes count for 20% of your grade.

Quizzes will mostly include multiple choice but may also have true-false questions. **Quizzes are time limited and require completion once started.** Do not try to navigate away from the quiz by using the back arrow, print function, or opening other web pages. This will cause your quiz to end, and you will not be able to attempt it again.

##### Quizzes will be available on Carmen beginning Friday at midnight until Friday at midnight. You have until Friday at midnight to complete them.

If you have an emergency or conflict that will prevent you from taking the quiz during this period, please contact Dr. Krok-Schoen **in advance** of the due date to make alternative arrangements.

### DISCUSSION BOARD POSTINGS

On Fridays at midnight, I will post a prompt question on Carmen for which you are responsible for providing a: 1) reflection of your own and 2) response to a classmate’s posting in your discussion board group. Both are due the next Friday by midnight unless otherwise noted in the course calendar and/or course announcements.

Detailed information is as follows:

##### Post a minimum 250-word reflection on the prompt question (given by me).

1. **A thoughtful and thorough response to a classmate’s post.**

**Undergraduate students:** Using outside resources, book material, other readings, etc. to support your post is strongly encouraged.

**Graduate students:** **Must** use academic resources (peer-reviewed journal articles, textbook) to support your post.

The two postings for each week total 3 points. I will drop your lowest 2 discussion boards. The discussion boards are 35% of your grade.

### MAJOR PROJECT:

### 1. Country selection. I will ask students to pick a country outside of the US to create a profile of aging within that particular country. Sign-ups for particular countries are in the second week. You need to complete the survey (under “Assignments”) of your top 3 countries for the final paper by the end of the second week. I will confirm your country choice via email. Sign-ups are based on a first-come, first-serve basis. This survey is worth 1 point.

### 2. Annotated bibliography. An annotated bibliography is a list of citations for books, articles, and other documents gathered on a specific topic. It includes a summary, evaluation, and reflection of the resource. This assignment (under “Assignments”) is due in Week 6. This assignment is worth 20 points.

### 3. Final paper drafts. These two assignments are four sections of your final paper. The first section (due Week 11) covers the first set of required components of your major project, life expectancy & population distribution and healthcare & health insurance. Your two sections are due Friday by midnight. The second section (due Week 14) covers unique health behaviors and family dynamics and community/environmental supports. These two sections are due Friday by midnight. These 2 drafts are worth 10 points each.

### 4. Final paper. The final paper on the country of your choice is due Week 16. It is the culmination of your work this semester (annotated bibliography, drafts). The final paper is worth 30 points.

More directions about the assignments’ requirements, formatting, deadlines, FAQs, etc. are under “Assignments” in Carmen. The major project in total is 45% of your grade. Country choice survey (1 point), annotated biography (20 points), 2 drafts for your final paper (10 points x 2 times), final paper (30 points) = 71 total points.

**Grading Scale**

The University’s standard grading scheme will be used for this course. The university grading scheme is as follows:

| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | E |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 100 -93 % | 90–92.9 | 87–89.9 | 83–86.9 | 80–82.9 | 77–79.9 | 73–76.9 | 70–72.9 | 67–69.9 | 60–66.9 | Below 60 |

Grades will be available for students to view on the course’s Carmen website.

**ATTENDANCE/PARTICIPATION EXPECTATIONS**

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.

**Late Assignment Submissions and MAKEUP POLICY**

***\*This policy will be strictly observed in order to be fair and respectful to all students.***

### DISCUSSION BOARDS: Discussion boards are 3 points (2 points given for the original post, and 1 point for the response). You will be granted a grace period of one week to submit postings (reflections and responses) after the deadline via email to me with partial credit. All late online assignments (those not submitted by the deadline) will be penalized at 1/2 credit (thus for a posting worth 3%, the late penalty is 1.5%). *This penalty applies to all late work, regardless of reason.*

### QUIZZES: If you miss a quiz without prior notification to Dr. Krok-Schoen, it will result in a “0”.

If you are submitting a quiz late, your grade stands once the quiz is no longer available and/or you reached your time limit for the quiz.

### MAJOR PROJECT (Annotated bibliography, drafts, and final paper): There is a letter grade penalty for each 24 hours that the annotated bibliography, drafts, and final paper is unexcused late. An assignment is considered initially late if it is submitted past the deadline up to 24 hours. Each additional 24 hours is an additional letter grade taken off. Meaning an “A” paper will be graded as a “B” and a “B” paper will be graded as a “C”.

## Faculty feedback and response time: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

* **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
* **E-mail:** I will reply to e-mails within **24 hours on school days**.
* **Discussion board:** I will check and reply to messages in the discussion boards every **24-48 hours on school days**.

**Other course policies**

## 

All students have important obligations under the [Code of Student Conduct](https://oaa.osu.edu/academic-integrity-and-misconduct) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

* **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
* **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
* **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
* **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

#### POLICIES FOR THIS ONLINE COURSE

* **Quizzes and exams**: You must complete the quizzes yourself, without any external help or communication.
* **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA style** to cite the ideas and words of your research sources both in-text and at the end of your project. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should write, revise, or rewrite your work.
* **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
* **Collaboration and informal peer-review**: Remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

## 

## Netiquette

Because this is an online course, please be aware of the following rules:

* Use proper college-level punctuation, spelling, and grammar in all online chats, discussion board, and email correspondence.
* Maintain a professional manner and decorum in all online communications.
* Capitalize words only to highlight an important point or to distinguish a title or heading. Capitalizing whole words that are not titles is generally termed as SHOUTING!
* Never assume your email messages or online postings are private nor that they can be read by only yourself or the recipient. Never send something that you would mind seeing on the evening news or the front page of the newspaper.
* Remember that you are talking to a person...not a computer. It's easy to forget that there is a person on the other end of the email or discussion group when you're sitting alone typing at your computer.
* Do not use sarcasm and be careful when using humor. Without face-to-face communications your joke may be viewed as criticism.
* No bad language, accusations, insults, or potentially inflammatory or hurtful comments are acceptable at any time. Any person making such a comment will not receive credit for ***any of*** the discussions.

**Copyright**

©-The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**This syllabus, the course elements, policies, and schedule are subject to change.**

School of Health & Rehabilitation Sciences

**Course Schedule**

**Refer to the Carmen course for up-to-date assignment due dates.**

**All readings must be completed before listening to lectures and taking quizzes.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week # | Dates | Topic | Readings | Assignments Due |
| 1 | Monday-Sunday  1/6-1/12 | Introduction to Global Aging | • Identify the course objectives, schedule, assignments, and final paper.  • Begin to form a classroom community by introducing yourself to your peers and responding to at least three classmates.  • Learn about the broad array of issues, challenges, and opportunities associated with global aging. | Read: Syllabus, Course Schedule and Assignments  Book: Chapter 1, pages 1-20  Lectures, Readings, and Videos: Posted in Carmen  **Discussion 1 due Friday (1/10) by midnight- whole class as 1 group**  **Quiz 1 due Friday (1/10) by midnight**  **Optional: Coffee chat- 11-12pm on Friday 1/10** |
| 2 | Monday-Sunday  1/13-1/19 | Demographic Perspectives of an Aging World | • Understand what population pyramids are  • Learn how different factors influence population pyramids  • Describe how demographic changes impact global societies. | Book: Chapter 3, pages 59-80  Lectures, Readings, and Videos: Posted in Carmen  **Quiz 2 due Friday** **(1/17) by midnight**  **Discussion 2 due Friday (1/17) by midnight- in your assigned groups starting now until end of semester.**  **Country choice survey due Friday** **(1/17) by midnight** |
| 3 | Tuesday-Sunday  1/21-1/26 | Aging Environments | • Compare and contrast where people age in the world.  • Describe what age-friendly environments or communities are  • Understand differences and nuances of age-friendly communities | Book: Chapter 4, pages 91-113  Lectures, Readings, and Videos: Posted in Carmen  **Quiz 3 due Friday (1/24) by midnight**  **Discussion 3 due Friday (1/24) by midnight** |
| 4 | Monday-Sunday  1/27-2/2 | Health Patterns and Behaviors | • Learn how health conditions (acute and chronic) and health status of older adults vary based on location and time periods in the world  • Become familiar with healthcare utilization of older adults  • Discover the health behaviors of older people  • Propose ways to improve health behaviors in older adults | Book: Chapter 5, pages 119-141  Lectures, Readings, and Videos: Posted in Carmen  **Quiz 4 due Friday (1/31) by midnight**  **Discussion 4 due Friday (1/31) by midnight** |
| 5 | Monday-Sunday  2/3-2/9 | Blue Zones | • Identify the lifestyle behaviors within Blue Zones.  • Discuss the health behaviors and demographic characteristics of the Blue Zones’ residents.  • Reflect on the health behaviors of Blue Zone residents. | Lectures, Readings, and Videos: Posted in Carmen. No book reading assigned.  **Quiz 5 due Friday (2/7) by midnight**  **Discussion 5 due Friday (2/7) by midnight**  **Optional: Coffee chat 9-10am on Monday 2/3** |
| 6 | Monday-Sunday  2/10-2/16 | Health Care Systems | • Describe the role of culture in healthcare utilization.  • Summarize and explain the types of health care systems and health insurance models. | Book: Chapter 6, pages 153-173  Lectures, Readings, and Videos: Posted in Carmen.  **No discussion board due.**  **Quiz 6 due Friday (2/14) by midnight**  **Annotated bibliography due Friday (2/14) by midnight** |
| 7 | Monday-Sunday  2/17-2/23 | Long-term Services and Supports | • Explain and assess the long-term services and support systems of older adults around the world  • Understand the role older adults have in their utilization of long-term service and supports (for example, retirement communities, aging in place resources, modified home environments, etc.) | Book: Chapter 7, pages 189-211  Lectures, Readings, and Videos: Posted in Carmen  **Quiz 7 due Friday (2/21) by midnight**  **Discussion 6 due Friday (2/21) by midnight** |
| 8 | Monday-Sunday  2/24-3/2 | Older Workers | • Appraise the informal and formal work activity of older adults in different countries.  • Articulate the pros and cons of working into older age within global societies.  • Learn about evidence-based strategies for reducing age stereotyping in the workplace. | Book: Chapter 8, pages 227-245  Lectures, Readings, and Videos: Posted in Carmen  **Quiz 8 due Friday (2/28) by midnight**  **Discussion 7 due Friday (2/28) by midnight** |
| 9 | Monday-Sunday  3/3-3/9 | Retirement and Pensions | • Describe the drivers of individual retirement and forms of retirement among older adults in the world.  • Distinguish and appraise the different national public pension systems. | Book: Chapter 9, pages 255-275  Lectures, Readings, and Videos: Posted in Carmen  **Quiz 9 due Friday (3/7) by midnight**  **Discussion 8 due Friday (3/7) by midnight** |
| 10 | Monday-Sunday  3/10-3/16 | SPRING BREAK | | |
| 11 | Monday-Sunday  3/17-3/23 | Families | • Identify the different definitions of family, relationships, family structures, and living arrangements.  • Explain previous trends and emerging patterns of family structures. | Book: Chapter 10, pages 279-306;  Lectures, Readings, and Videos: Posted in Carmen  **Draft for Final Paper Section #1 due Friday (3/21) by midnight**  **Quiz 10 due Friday (3/21) by midnight**  **No discussion board due.**  **Optional: Coffee chat: 10-11am on Tuesday 3/18** |
| 12 | Monday-Sunday  3/24-3/30 | Caregiving | • Understand past and present trends in caregiving of older adults around the world.  • Identify the resources and support systems for informal and formal caregivers. | Book: Chapter 11, pages 319-330  Lectures, Readings, and Videos: Posted in Carmen  **Quiz 11 due Friday (3/28) by midnight**  **Discussion 9 due Friday (3/28) by midnight** |
| 13 | Monday-Sunday  3/31-4/6 | Death | • Compare and contrast different religions and their views of death and dying.  • Discover the rituals related to death and dying in different countries. | Book: Chapter 12, pages 341-359  Lectures, Readings, and Videos: Posted in Carmen  **Quiz 12 due Friday (4/4) by midnight**  **Discussion 10 due Friday (4/4) by midnight** |
| 14 | Monday-Sunday  4/7-4/13 | Timely topics | • Propose ways to address loneliness among older adults  • Reflect on technology’s role in supporting older adults around the world. | Lectures, Readings, and Videos: Posted in Carmen. No Book readings assigned.  **No quiz or discussion board due**  **Draft for Final Paper Section #2 due Friday (4/11) by midnight** |
| 15 | Monday-Sunday  4/14-4/20 | Global Aging and Global Leadership | Understand thematic elements of aging as a global topic. | Book: Chapter 13, pages 371-386  **Optional: Coffee chat: 3-4pm on Wednesday (4/16)** |
| 16 | Monday-Sunday  4/21-4/27 | **Final paper due Friday April 25th by midnight** | | |