

University of Northern Colorado - Gerontology 635 – Social Policies of Aging

January 11 – May 6, 2015

This course is completely online: http://unco.blackboard.com/	Instructor: Susan Collins. Ph.D. email: susan.collins@unco.edu
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Course communication will be online through Blackboard and E-mail. I will answer email and post to our Blackboard site on Tuesdays and Fridays, before 4 PM. If you wish to speak with me by phone or in person, please send an email so we may set up an appointment.	

Course Description

This course covers key aspects of social policy, including the contexts that shape policy, social actors that interact in the development of policy, and variations in policy making processes at the federal, state, and local levels. The historical context and subsequent development of key social policies that affect older Americans are reviewed, and current or recent developments in regard to policies benefiting the elderly population are discussed.

Learning Objectives

As a result of active participation in this class, students will demonstrate, through writing and discussion, knowledge and understanding of:

- policy and policy formation concerning older adults, at the local, state and national levels
- the historical developments of policy for older adults
- current major social, economic, and healthcare policies affecting older adults
- current trends in policies for the aging, including proposed changes
- how policy affects and is affected by diverse populations of elders
- cross-cultural and international policies concerning older people
- how policy contributes to evidence-based program planning

In addition, students will demonstrate:

- effective written and communication skills
- ability to describe, critique and analyze the literature on policy topics
- expert use of various informational resources to investigate policy issues in aging

Textbooks

Required

Wacker, R. R., & Roberto, K. A. (2011). *Aging social policies: An international perspective*. Los Angeles, CA: Sage.

Recommended but not Required:

Publication Manual of the American Psychological Association (6th edition). (2009). Washington, D. C. (ISBN 978-1433805615) (This is the writing style manual for all UNC gerontology graduate courses – You only need to buy it once)

Galvan, J. L. (2012). *Writing literature reviews* (6th ed.). Pycszak.

Required and recommended books are found at the UNC Bookstore www.unco.edu/bookstore/ or online at the usual places (used copies are fine as long as they are the correct edition). Additional readings are assigned for some units (see course schedule), and will be found online on the internet, online in journals available to you through the UNC library, or online reserve articles in PDF format through the UNC Library. Course units may also contain printed lectures, and audio/video links.

Evaluation of Student Work (Grades)

Assignment Points	Totals
Topic Activities (e.g., Disc & Blogs) 9 @25	225
Policy Topic Paper	125
TOTAL	350

% for Letter Grade	
90+	A
80-89%	B
70-79	C
60-69	D
<60	F

Points	
315+	A
280 -314	B
245-279	C
210-244	D
<210	F

Assignments and Activities

1. **Assignments - Reading and Web:** The reading for this class reflects the diversity of policy issues that affect older adults, their families, and society. The graduate level gerontology professional must develop understanding of these diverse areas, even though he or she may specialize in one specific area, such as housing or health care. For each unit on the course schedule, you must read the assigned chapters from our textbooks, as well as any additional readings and web work shown. Readings focus on particular policies and programs, as well as the more abstract and complex dimensions of policy-making, as well as empirical research on policy outcomes. Students are expected to have completed all reading by the last day of each unit. Some units contain lecture materials in the form of PowerPoint presentations, video lecture material, or other media. Student knowledge of readings will be demonstrated in class activities, including discussion and blogs.

Although there are no exams in this course, students are expected to reflect and demonstrate a depth of understanding in the blog and discussion activities, and your policy topic paper. Discussion questions will ask you to refer to and critique information learned from the readings and other materials posted on Blackboard. The syllabus schedule shows the textbook, reserve, and online journal article readings; for the additional materials, see the online units on Blackboard.

2. **Discussion and Activities:** (9@25 points= 225 points)

For each unit there will be one or two activities in the form of discussion and topic blogs. Depending on the topic, these may take the form of answering instructor questions and engaging with each other about those questions in asynchronous posts. There may also be units where you are asked to find information on the web, post about what you find, and comment on what others have found. For example, during the 2nd two weeks of class this assignment will include finding information about social policy and aging, posting a blog entry about what you find, and responding to others with posted comments. Instructions for each unit's activities are found in each Blackboard unit folder.

Grading for discussion and activities is all-inclusive, that is, if a unit has only a discussion activity, all 25 points will count toward that. If a unit has both a discussion and a blog assignment, the 25 points will count across both activities. For units with discussion only, at least one post must be made by the Wednesday of each week. For units with both a blog and discussion, at least one of these must show activity posting by the Wednesday of each week. Specific instructions for each unit's activities are shown on each unit's Blackboard page.

The rubric for how activities are graded is shown below:

Grading Rubric for GERO 635 Discussion and Activities (25 points each unit)			
Category	0 Points for Unit	Minimum	Meets Expectations
Promptness & Initiative 5 points	No evidence of activity, or only on last day of unit (will receive zero for unit)	Evidence of activity at least once per week by each Wednesday (even in units with two weeks) and all activity requirements met by unit due date and time. (5 points)	
Quality of work 10 pts	Does <u>not</u> follow instructions for activity and/or does not reflect understanding of the readings and other assignments. (0 points)	Follows instructions for activity and <i>Relates</i> to unit topics with demonstrated understanding. (5 points)	Follows instructions for activity and <i>Consistently</i> relates to unit topics with depth and detail, demonstrating understanding of the unit material. (10 points)
Engagement with Group 10 pts	Does not follow activity instructions for engagement as described in the unit, e.g, fewer than number of required posts, lack of feedback or comments, etc. (0 Points)	Follows instructions for engagement as described in the unit but engagement is shallow, i.e., short statements and/or minimal information or ideas to which others may respond. (5 points)	Follows instructions for engagement as described in the unit and prompts further engagement about the topic. Takes initiative to address topic in more depth, with critique, suggestions, etc. (10 points)

3. In-Depth Paper about a Policy-Related Topic in Aging (225 points)

The paper should focus on a current social problem or situation that relates to or has an effect on the older population, and can be addressed in the context of social policy. You may also choose to focus on a particular policy rather than an issue or problem, but it must be an aspect of policy not covered in depth in course units. Select a topic that is of particular interest to you, and focus on policy elements and implications.

You should choose a topic of interest to you, but make sure your focus is on the policy aspects of the topic (e.g., legislative action, implementation of a program or service based on policy, quality of services based on policy, theoretical arguments regarding policy about your topic, etc.). I have posted a list of suggested topics on the syllabus page on Blackboard, but these are just general ideas, and you do not need to choose one of them!

Instructions for format and content are shown below:

Format and Content:

- Introduction to the topic or problem, and why it is important;
- Information from scholarly*, government, position, and/or practitioner publications reporting on the topic
*i.e., Research findings on the impact of the *problem* and any existing *policy* or need for policy
- Discussion of the aging network and other “players” relevant to your topic, and how they influence policy; in other words, what part do politics play, if any?
- Strengths and weaknesses of current policy related to your topic (if no weaknesses, explain how the outcome is working well);
- Examples of how the policy has affected the everyday lives of older people;
- Conclude with any policy changes you recommend, including the creation of any new policy or substantial changes to current policy, and how you think that might be accomplished.

Your topic and focus must be selected, and a proposal e-mailed to me by March 12. Please send me your topic choice by that date. For the proposal, send me a brief description of your topic, why it is important, and how it relates to social policy for older adults. I will respond with approval or suggestions for change.

Paper Elements

- 10-12 page paper (font size no greater than 12 or smaller than 11), not counting title and reference pages – points taken off for more pages.
- Use APA format for the entire paper, including title page, abstract, format of body, citations in text, and references. The basic format of your paper will be similar to a term-paper type literature review (see the *START HERE link on BB for an example*): Introduction, narrative of cited information that is relevant to your topic, conclusion, recommendations, and reference page.
- The reference list should use the complete reference for all articles, book chapters, etc. If the article, etc. was found online, cite the online information in APA format. Recent journal articles that you find online will include a DOI number in the reference citation. Use this when available. If not, use the APA format shown for citing the URL where you found the material, and the date it was retrieved.
- Where appropriate, include graphs, tables, and examples that support your position, or illustrate some aspect of the topic (e.g., research results, census tables, program evaluations, etc.). If you copy any graphics, be sure to include a reference citation.
- About Wikis – *Do not* cite any type of public access “Wiki” as a reference. If you use information found on these (or on Blogs, etc), there must be an appropriate reference (i.e., AARP, scholarly journal, book, etc.) cited there, which you’ll use on the reference list for your paper. You may only cite “opinion page” or blog web resources as examples of opinion, not fact.

Upload your paper by the due date (**March 26**), to the *Policy Paper* link on our course menu. I am the only person who will see your paper.

Grading Rubric for the Policy Paper (125 points)			
	Poor	Average	Exceptional
Format: (10 points)	No APA used, or many errors= 0-3	APA with few errors=7	Correct use of APA = 10
Introduction (15 points)	Very brief introduction and/or little rationale for importance 0-5	Introduced with vague justification for importance 6-10	Introduced in detail, with in-depth justification for topic importance. 11-15
Scholarly review of topic and current policy (50 points)	Main points identified but minimal examination, and/or little use of scholarly and policy sources 0-34	Main points identified and briefly examined; adequate use of scholarly and policy sources 35-40	Thorough and in-depth examination and explanation of main points, and excellent use of scholarly and policy sources 41-50
Recommendations and Critique (conclusion) (35 points)	Broad recommendations or critique stated, but not discussed 0-21	Recommendations and critique made and briefly discussed, but no suggestions for how to accomplish recommended action 28-30 points	Recommendations & critique made and discussed with depth and detail, including suggestions for recommended action 31-35 points
Grammar & Spelling (15 points)	Numerous errors 0-10	A few errors 11-14 points	No errors 15 points

Course Schedule

Reading assignments are scheduled for each topic and should be used for blogs (and blog comments), and to inform your policy paper, as outlined above. All readings, unit activities and webwork are required. **NOTE: Some activity assignments, web work, and posted lectures within a unit are not included on this syllabus, but must be accessed within the Blackboard unit online for each topic.**

All articles or book chapters not found in our textbook are found online through your own UNC library search, or posted on library online reserve. Some of these are journal articles and some are policy papers, i.e., on the AARP, or EBRI websites. If you are local, and prefer to go to the library rather than obtain articles online, UNC has most journals from which articles are selected. Here is a link with information on accessing online materials from off-campus: <http://library.unco.edu/services/distance.htm>

An important dimension of graduate education is to become familiar with current ways of obtaining information. In this class you'll have the opportunity to navigate the web to find information (including assigned readings), and how to use various online resources. There is a library link on our Blackboard supplement for this course. This link will take you to pages that explain how to find materials online, and how to connect with our librarians for information. There is also an information page for using the APA format and other help for enhancing your professional writing ability. Most UNC library features are available to students both on and off campus. From off campus, you will sign in to access the library, with your UNC user name and password.

A note on the reading schedule format: Reference citations on this list are APA except that I have added parenthetical information for how to find reserve or internet materials. I have also listed the readings in the order in which the topic may be best understood for someone new to the topic, although of course you may read them in any order (note that APA reference style for your own papers should be alphabetical, by first author).

Journal articles listed will be found online through the UNC Library web page (suggestion: Search *Summon* by article name, or search using the journal name tab, or the doi number, and then obtain the correct issue – try each of these in turn if your first method doesn't work).

Online, UNC library reserve) = means that I've copied an article or book chapter and posted it on our course reserves page, for you to access online: <http://library.unco.edu/finding/findreserves.htm> These are in PDF format and you may need to flip them upright once downloaded, if you want to read online.

(internet) = means that you should search for the document - or page – online, using a web search engine. Of course you may either print out the readings, or read them online (most are in PDF form and can be saved). The unit/reading schedule begins on the next page (see each unit online for activity assignments in addition to the readings)...

Unit 1: Introduction and Profiles of Aging

Unit 1 Jan 11-16
(one week)

Textbook Reading

Wacker & Roberto: Chapter 1 – Aging Societies: The Setting for Aging Social Policy

Other Reading:

Hudson, R. B. (2010). Contemporary challenges to aging policy. In R. B. Hudson (Ed.), *The New Politics of Old Age Policy* (2nd ed) (pp.3-20). Baltimore: The Johns Hopkins University Press. **(UNC library online reserve)**

Wilmoth, J. M. (2010). Aging policy and structural lag. In R. B. Hudson (Ed.), *The New Politics of Old Age Policy* (2nd ed) (pp.42-63). Baltimore: The Johns Hopkins University Press. **(UNC library online reserve)**

Angel, R. J. (2015). The consequences of social welfare policy for older Hispanic families. *Public Policy and Aging Report*, 25(3), 113-116.

Recommendation

During this unit, go to the Library link on our course menu to become familiar with looking for resources online from the UNC Libraries, as well as links on the library page that can help graduate students in their scholarship. (note: you use your bearmail username and password to sign in off campus). The “Ask a Librarian” and “How do I” sections will also be helpful, especially as you learn APA style, and begin researching for your paper.

Activity Assignment: Discussion (see Blackboard Topic Unit 1 for details)

Unit 2: The Aging Network: History, Philosophy, and the Older Americans Act

Unit 2 Jan 17-30
(two weeks)

The Aging Network: History, Philosophy and the Older American’s Act

Textbook Reading

Wacker & Roberto: Chapter 2: Aging Social Policy

Other Reading:

Niles-Yokum, K. & Wagner, D. L. (2015). *The aging networks: A guide to programs and services* (8th edition), New York, NY: Springer. (Chapter 2, pp. 23-48). **(UNC library online reserve)**

Blancato, R. B., & Ponder, M. (2014, Summer). The aging services network: – has its time come-or gone? *Generations*, 38(2), 57-59.

Binstock, R. H. (2007). Is responsibility across generations politically feasible? In R. Pruchno & M. Smyer (Eds.) *Challenges of and aging society: Ethical dilemmas, political issues* (pp. 285-308). Baltimore: The Johns Hopkins University Press. **(UNC library online reserve)**

See Blackboard unit 2 for web and other assignments

Activity Assignment: Discussion board, and a Blog

Unit 3: Retirement Income - Social Security and Pensions

Unit 3 January 31 – February 13

(two weeks)

Text book Reading

Wacker & Roberto: Chapter 3: Retirement Income Policies

Other Readings

Williamson, J. B. (2007). Social Security reform and responsibility across the generations: Framing the debate. In R. A. Pruchno & M. A. Smyer (Eds.), *Challenges of an aging society: Ethical dilemmas, political issues* (pp.311-331). Baltimore: Johns Hopkins University. **(online reserve through UNC Library)**

Steinbuch, R. (2013). "Reforming" social security. *Journal of the National Medical Association*, 105, 96.

Bromma, H. (2006). Pension plans and individual responsibility for retirement. *Employee Benefit Plan Review*, 61, 15-18.

Meyer, M. H. (2008). Why all women (and most men) should support universal rather than privatized social security. In Rogne, L., et al. (Eds.), *Social insurance and social justice: Social Security, Medicare and the campaign against entitlements* (pp. 149-164). **(online reserve through UNC Library)**

Retirement Savings for Low Income Workers: Hearing before the subcommittee on social security, pensions, and family policy. 113th Congress, second session (Feb. 26, 2014).

Diamond, P., & Lodge. G. (2014). Dynamic social security after the crisis: Towards a new welfare state? *International Social Security Review*, 67, 37-59.

Szinovacz, M. E., Davey, A, & Martin, L. (2015). Did the great recession influence retirement plans? *Research on Aging*, 37, 275-305.

Web: Go to the Employee Benefits Research Institute website **Web:** Go to the Employee Benefits Research Institute website <http://www.ebri.org/research/?fa=genretire> and do a search for "retirement confidence." Read the 2015 report, and express your views in discussion. Also on the EBRI site, do a search for the [2015 RCS Fact Sheet #2](#): for a longitudinal view of retirement confidence and income.

See Blackboard Unit 3 for lecture presentations

Activity Assignment: Discussion and Blog

Unit 4: Economics of Aging: Work and Poverty

Unit 4 : February 14-20
(one week)

This unit is one week long, but could use a whole semester to cover everything. However, much of the material here is related also to retirement, employment, and health care policies, so in this unit we'll focus on policy for older adults in the workplace, and those with low income. See the Blackboard unit for assignments on the web for finding income and poverty measures, policy links, etc.

Textbook Readings

Wacker & Roberto: Chapter 4: Employment Policies

Other Readings

Piktialis, D. S. (2009). Redesigning work for an aging labor force: Employer and employee perspectives. In R. B. Hudson (Ed.), *Boomer bust?: Economic and political issues of a graying society* (pp.17-32). Westport, CN: Praeger. **(online reserve through UNC Library)**

Barrington, L. (2015). Ageism and bias in the American workplace. *Generations*, 39(3), 34-38. *(This issue was not yet online at the time this syllabus was developed. If it is not online by the time the unit opens, a hard copy of the article will be uploaded to Blackboard Unit 4 as an attachment).*

Mutchler, J. E., Shih, Y., Lyu, J., Bruce, E. A., & Gottlieb, A. (2015). The Elder Economic Security Standard Index tm: A new indicator for evaluating economic security in later life. *Social Indicators Research*, 120, 97-116. doi: 10.1007/s11205-014-0577-y

Peters, H., Debels, A., & Verpoorten, R. (2013). Excluding institutionalized elderly from surveys: Consequences for income and poverty statistics. *Social Indicators Research*, 110, 751-769. doi: 10.1007/s11205-011-9957-8.

Elective Reading: The following article is recommended but not required; it refers to policy in Australia, but is focused on philosophical and contextual aspects of age discrimination applicable everywhere:

Thornton, M., & Luker, T. (2010). Age discrimination in turbulent times. *Griffith Law Review*, 19, 141-171.

See Blackboard unit 4 for web and other assigned material

Activity Assignment: Discussion

Unit 5: Housing, Transportation, Energy and Community Support

Unit 5 February 21-28 (one week)

Textbook Reading

Wacker & Roberto: Chapter 5: Housing Policy; and Chapter 8 Community Support Policies

Other Reading

McFadden, E. S., & Lucio, J. (2014). Aging in (privatized) places: Subsidized housing policy and seniors. *Journal of Housing for the Elderly*, 28, 268-287. doi:10.1080/02763893.2014.930364

Timmons, J. D. & Naujokaite, A. (2011). Reverse mortgages: Should the elderly and U.S. taxpayers beware? *Real Estate Issues*, 36(1), 46-55.

Crane, M., & Joly, L. (2014). Older homeless people: Increasing numbers and changing needs. *Reviews in Clinical Gerontology*, 24, 255-268. doi.org.source.unco.edu/10.1017/S095925981400015X

Li, H., Raeside, R., Chen, T., & McQuaid, R. W. (2012). Population ageing, gender and the transportation system. *Research in Transportation Economics*, 34, 39-47. doi:10.1016/j.retrec.2011.12.007

Israel Schwarzlose, A. A., Mjelde, J. W., Dudensing, R. M., Jin, Y., Cherrington, L. K. & Chen, J. (2014). Willingness to pay for public transportation options for improving the quality of life of the rural elderly. *Transportation Research Part A: Policy and Practice*, 61, 1-14. doi:10.1016/j.tra.2013.12.009

See Blackboard Unit 5 for web and other assigned material

Unit Activity: Discussion

Unit 6: Health Care Policy

Unit 6

February 28 – March 12

2 Weeks

(Reminder: Paper topic proposal due, March 12 – see Full Syllabus for requirements)

Textbook Readings

Wacker & Roberto: Chapter 6: Health Care Policies

Other Readings

Neuman, T., & Rother, J. Medicare at 50: Lessons and Challenges. *Generations*, 39(2), 6-10

Rowland, D. (2015). The Medicare and Medicaid partnership at age 50. *Generations*, 39(2), 35-42.

(The two articles above are from the special issue of *Generations* about Medicare. In addition to these two articles, select and read one additional article from this issue that is of interest to you).

Altman, D. & Frist, W. H. (2015). Medicare and Medicaid at 50 years: Perspectives of beneficiaries, health care professionals and institutions, and policy makers. *JAMA*, 314, 384-395. doi:10.1001/jama.2015.7811

Moon, M. (2012). Medicare and the affordable care act. *Journal of Aging and Social Policy*, 24, 233-247. DOI: 1080/08959420.2012.659111.

Jensen, G. A., Salloum, R. G., Hu, J., Bagbahn Ferdows, N. & Tafrrif, W. (2015). A slow start: Use of preventive services among seniors following the Affordable Care Act's enhancement of Medicare in the United States. *Preventive Medicine*, 76, 37-42. doi:10.1016/j.jpmed.2015.03.023

Grogan, C.M., & Andrews, C. M. (2010). The politics of aging within Medicaid. In R. B. Hudson (Ed.), *The New Politics of Old Age Policy* (2nd ed) (pp.275-306). Baltimore: The Johns Hopkins University Press. **(UNC library online reserve)**

Weiner, J. M. (2012). The CLASS act: Is it dead or just sleeping? *Journal of Aging and Social Policy*, 24, 118-135. doi: 1080/08959420.2012.659143.

See Blackboard Unit 6 for web and other assigned material

Activity Assignments: Discussion and Blog

**MARCH 13-20 Spring Break – No required assignments. May work ahead.
Policy Paper Due March 26**

No Additional Assignments March 21-26 – Finish Policy Paper

Unit 7: Mental Health Policy & Legal Policy

Unit 7 March 27-April 9
(Two Weeks)

Textbook

Wacker & Roberto: Chapter 7: Mental health policies

Other Readings

O'Connor, D. , & Bruner-Canhoto, L. (2011). Introduction: Elder mental health-The next frontier. *Journal of Aging and Social Policy*, 23, 219-227. doi.org/10.1080/08959420.2011.579486.

Baskin, F. et al. (2011). Coalitions on mental health and aging: Lessons learned for policy and practice. *Journal of Aging and Social Policy*, 23, 323-332. Doi.org/10.1080/08959420.2011.579516.

Frank, R. G. (Summer 2013). Mental illness and a duals dilemma. *Generations*, 37(2), 47-53.

Golden, R. L., & Vail, M. R. (2014, Fall). The implications of the affordable care act for mental health care. *Generations*, 38(3), 96-103.

Falk, N. L., Biagis, J., & Kopac, C. (2012). Elder mistreatment and the elder justice act. *The Online Journal of Issues in Nursing*, 17(3) (7 pages).doi: 10.3912/OJIN.Vol17No03PPT01

Dong, X., Chen, R. & Simon, M. A. (2015). Elder abuse and dementia: A review of the research and health policy. *Health Affairs*, 33, 642-649.

Tapp, S., Payne, B., & Strasser, S. (2014). Preparedness to respond to elder abuse: A comparison of law enforcement and adult protective service workers. *Journal of Crime and Justice*, (no volum #), 1-16. doi.org/10.1080/0735648X.2014.931507

Neumark, D. (2009). The age discrimination in employment act and the challenge of population aging. *Research on Aging*, 31, 41-68. DOI: 10.1177/0164027508324640

Gregory, L. (2014). Fundraising and the elderly: A content analysis. *Journal of Consumer Policy*, 37, 5-25.doi 10.1007/s10603-014-9254-4

See Blackboard Unit 7 for web and other assigned material

Activitiy Assignment: Discussion

Unit 8: Long-term Care and Family Policy

Unit 8

April 10-23
(Two Weeks)

Textbook Reading

Wacker & Roberto: Chapter 9: Family caregiving policies

Other Reading

Kaye, H. S. (2014). Toward a model long-term services and supports system: State policy elements. *The Gerontologist*, 54, 754-761. doi:10.1093/geront/gnu013

Stone, R., & Reinhard, S. C. (2007). The place of assisted living in long-term care and related service systems. *The Gerontologist*, 47, (Supplement 1, December), 23-32.

Thomas, K. S., & Mor, V. (2013). The relationship between Older Americans Act title III state expenditures and prevalence of low-care nursing home residents. *Health Services Research*, 48, 1215-1226.
DOI: 10.1111/1475-6773.12015

Ruggiano, N. (2012). Consumer direction in long-term care policy: Overcoming barriers to promoting older adults' opportunity for self-direction. *Journal of Gerontological Social Work*, 55, 146-159. doi: 10.1080/01634372.2011.638701

Feinberg, L. F. (2014). Recognizing and supporting family caregivers: The time has come. *Public Policy and Aging Report*, 24, 65-69.

Chen, M. (2014). The growing costs and burden of family caregiving of older adults: A review of paid sick leave and family leave policies. *The Gerontologist*, (advance access online, no volume #), 6 pages.
doi:10.1093/geront/gnu093

See Blackboard Unit 8 for web and other assigned material

Activity Assignment: Discussion and Blog

Unit 9: The Future

Unit 9 April 24-30 (one week)

Textbook Readings

Wacker & Roberto: Chapter 10: Aging Social Policy Challenges

Other Readings

Binstock, R. H. (2009). The boomers in politics: Impact and consequences. In R. B. Hudson (Ed.), *Boomer bust?* (pp.135-152). Westport, CN: Praeger. **(UNC library online reserve)**.

Lynch, F. R. (2010). Political power and the baby boomers. In R. B. Hudson (Ed.), *The New Politics of Old Age Policy (2nd ed)* (pp.87-107). Baltimore: The Johns Hopkins University Press. **(UNC library online reserve)**

Keyes, L. & Phillips, D. R., et al. (2014). Transforming the way we live together: A model to move communities from policy to implementation. *Journal of Aging & Social Policy*, 26, 117-130.

Menec, V. & Bell, S. , et al. (2015). Making rural and remote communities more age-friendly: Experts perspectives on issues, challenges and priorities. *Journal of Aging & Social Policy*, 27, 173-191. doi: 10.1080/08959420.2014.995044

Estes, C. (2014 - Summer). The future of aging services in a neoliberal political economy. *Generations*, 38(2), 94-100.

See Blackboard Unit 9 for web and other assignments

Activity Assignment: Discussion

UNC and Course Policies

The Freedom of an Online Class can be Tricky!

One of the advantages of taking an online class is that you can arrange your “class time” according to your own schedule. This means that you have more flexibility in your work, but also means that there is no reason for late or missing work. **If you know that you will be away or otherwise unable to complete your work by all due dates, please take this class at another time**

Computer glitches on your end are not an acceptable reason for not completing work on time. Remember that if you are local, you have access to the computer labs on campus. If you are not local, make sure that your computer is compatible. If something goes wrong on UNC’s end, you will not be penalized for that!

Late work - is not accepted. In an online class it is expected that students will plan their time to complete assignments by the due dates, except in cases of extreme emergency (as determined by myself, and with written documentation). Assignments must be turned in by the due date and time indicated, without exception. Computer problems, crashes, etc. are not an acceptable reason for turning in late work.

Extra Credit: There are no extra credit assignments available for this class. Please focus your energy and efforts on the assigned activities. Also, because we are in an online format and you are in charge of when to complete activities before due dates, there should be no need to miss “class time.”

Blackboard Announcements Page: The announcements page is where I will put information that you need to know as it comes up during the course. Also, the Blackboard technicians will sometimes post news about the site - such as downtime. You should check this page often, even if you aren't planning to work on the course right then. Students are responsible for knowing information posted about the course.

Disability Access Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. All students are required to know and follow the university honor code, which you can find here: http://www.unco.edu/dos/honor_code/index.html UNC's policies and recommendations for academic misconduct will be followed. Cheating is the act of using or attempting to use, in examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to; having someone else do research, write papers, or take examinations; doing research, writing papers, or taking examinations for someone else. Prior approval of the instructor is required before submission of all or part of the same work as part of the academic work for more than one course.

PLAGIARISM

Any student who claims another's work as his or her own will receive a zero on the assignment, and an F in the course.

Plagiarism: turning in work by someone else and claiming it as your own. This includes the use of or copies from any source (books, the web, articles, papers) presented as your own writing, without citing a reference for the real author. It also includes copying any resource (including your textbook or on the web) word for word, without using quotation marks and without citing the page and original author. Finally, plagiarism includes copying from or presenting another student's work as your own. Students are responsible for knowing and understanding the definition of plagiarism.

<http://www.unco.edu/dos/plagiarism.htm>

All written work submitted for this course may be scanned for plagiarism. *Please respect yourself and your time spent taking this class by doing your own work.*

Important Dates GERO 635 Social Policies of Aging (All due dates are on Saturdays)

Unit Dates	Duration	Assignments	Complete by Saturday:
Unit 1 Jan 11-16	One week	Reading, Activity <i>Introductions and Profiles of Aging</i>	Jan. 16
Unit 2 Jan 17-Jan 30	Two weeks	Reading, Activity <i>The Aging Network</i>	Jan. 30
Unit 3 Jan 31– Feb 13	Two weeks	Reading, Activity <i>Retirement Policy</i>	Feb. 13
Unit 4 Feb 14-20	One week	Reading, Activity <i>Economic Policy</i>	Feb. 21
Unit 5 Feb 21-Feb 27	One week	Reading, Activity <i>Housing, Transportation, Energy</i>	Feb. 28
Unit 6 Feb 28-March 12	Two weeks	Policy Paper Proposal Due March 12 Reading, Activity <i>Health Care Policy</i>	March 12
March 13-20 Spring Break: No assignments or discussions required			
March 21-26	One week	Policy Paper Due March 26	March 26
Unit 7 March 27-April 9	Two Weeks	Reading, Activity <i>Legal & Mental Health Policy</i>	April 9
Unit 8 April 10-23	Two weeks	Reading, Activity <i>Long-term care, Community Care & Family</i>	April 23
Unit 9 April 24-30	One week	Reading, Activity <i>The Future of Aging Policy</i>	April 30
Finals week May 2-6 : Final Grading Entered			