

Lingnan University
Department of Sociology and Social Policy
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Course Title : **Ageing, Modernization and Adaptation**
Course Code : **SOC 328**
No. of Credits/Term : 3
Mode of Tuition : Lecture and tutorial
Class Contact Hours : 3 hours per week
Category in Major Prog. : Stream elective
Discipline : Sociology / Social Gerontology

Course Description

This course tries to re-examine the relevancy and applicability of the various theories in explaining the social status and quality of life of older persons in the modern world. It also tries to decode the cultural stereotypes about ageing and older persons. It starts with an examination on the functional relationship between modernization and population ageing. It is followed by the discussions about the impacts of modernization on social and economic well-being of older persons in later life. In response to extended longevity, the course advocates students of the importance of pre-retirement planning and highlights the ways to achieve successful ageing.

Aims

This course aims to examine various theories of ageing, and apply theories to understand how to make a good retirement plan and to achieve successful ageing.

Learning Outcomes

Upon completion of this course,

1. students will recognize the positive effects of modernization on later life;
2. students will may older persons and later life in a more positive manner;
3. students will know how to plan their later life at the proper time and in proper ways;
4. students will know how to find reference materials from the library and internet by themselves for the relevant areas in ageing and adaptation;
5. students will know how ageing influences to individuals, families and society;
6. students will have a greater understanding of how successful ageing is related to social change and social environment;

7. students will critically evaluate what they see and hear about population ageing;
8. students will think with systematic logic, thoughtfulness, and open mind when evaluating the ideas and opinions of other people.

Indicative Content

- I. Introduction
 - a. What is ageing?
 - b. Defining the ageing and the older
 - c. An active ageing framework
 - d. Growth of the older population
 - e. Population ageing in Hong Kong: patterns and trends
- II. Selected Social Theories of Ageing
 - a. The importance of social theories of ageing
 - b. Role and activity
 - c. Disengagement theory
 - d. Modernization theory
 - e. Symbolic interactionism and subculture of ageing
 - f. Social exchange theory
 - g. Life course perspective
 - h. Recent development in social gerontological theory
- III. Adaptation to Ageing
 - a. What is adaptation?
 - b. Ways to adapt
 - c. Escape rather than adaptation
 - d. Effective adaptation
- IV. Quality of life and life satisfaction
 - a. Factors affecting life satisfaction in later life
 - b. Family, friends, and social support
 - c. Employment and retirement
 - d. Activities and lifestyles
- V. Ageing affects needs and resources
 - a. Income and housing
 - b. Health care and long-term care
 - c. Appropriate care and responsibility
 - d. Opportunities and stress of informal caregiving
 - e. Social security reform and responsibility across the generations
- VI. Achieving successful ageing
 - a. The concepts of positive ageing, productive ageing, and successful ageing
 - b. Health and long-term care policy and programs
 - c. Retirement planning and preparation

Teaching Method

Lectures combined with tutorials. All students are required to attend tutorials. Absence in tutorial without justifiable reasons will adversely affect one's final grade (one grade downward per each absence).

Required/Essential Readings

- Hooyman, Nancy R. 2005. (7th Edition) *Social Gerontology: A Multidisciplinary Perspective*, Boston: Allyn & Bacon.
- Pruchno, Rachel A. & Smyer, Michael A. (eds.) 2007. *Challenges of an Ageing Society: Ethical Dilemmas, Political Issues*. Baltimore: The Johns Hopkins University Press.

Recommended/Supplementary Readings

- Adams-Price, Carolyn. (ed.) 1998. *Creativity and Successful Ageing: Theoretical and Empirical Approaches*. N.Y.: Springer.
- Ahearn, Frederick L. 2002. *Issues in Global Ageing*. N.Y.: Haworth Pastoral Press.
- Atchley, Robert C. & Barusch, Amanda S. 2003. (10th Edition) *Social Forces and Ageing: An Introduction to Social Gerontology*. Belmont, Calif: Wadsworth.
- Altman, Stuart H. and David I. Shactman (eds.) 2002. *Policies for An Ageing Society*. Baltimore: John Hopkins University Press.
- Bass, Scott A. (ed.), 1995. *Older and Active: How Americans Over 55 Are Contributing to Society*. New Haven: Yale University Press.
- Binstock, Robert and Linda K. George (eds.). 2001. *Handbook of Ageing and the Social Sciences*. San Diego: Academic Press.
- Blieszner, Rosemary and Victoria H. Bedford. 1995. *Handbook of Ageing and the Family*. London: Greenwood Press.
- Bond, Lynne A., Stephen J. Cutler, and Armin Grams. 1995. *Promoting Successful and Productive Ageing*. London: Sage.
- Bonoli, Giuliano and Toshimitsu Shinkawa. (eds.) 2005. *Ageing and pension reform around the world: evidence from eleven countries*. Northampton, Mass.: Edward Elgar.
- Bowling, Ann. 2005. *Ageing well: Quality of Life in Old Age*. Berkshire, England: Open University Press
- Brown, Arnold S. 1996. *Social Processes of Ageing and Old Age*. Englewood Cliffs, N. J.: Prentice Hall.
- Calasanti, Toni M. and Kathleen F. Slevin. 2001. *Gender, Social Inequalities, and Ageing*. Lanham, MD.: AltaMira Press.
- Caro, Francis G., Robert Morris and Jill R. Norton (eds.). 2000. *Advancing Ageing Policy As the 21st Century Begins*. N.Y.: Haworth Press.
- Chi, Iris, Chappell, Neena L. & Lubben, James (eds.) 2001. *Elderly Chinese in Pacific Rim Countries: Social Support and Integration*. Hog Kong: Hong Kong University Press.
- Cowgill, O. Donald. 1986. *Ageing around the World*. Belmont, Cal.Wadsworth.
- Cox, Harold G., 1996. *Later Life: The Realities of Ageing*. N. J.:Prentice Hall.
- Elderly Commission of Hong Kong. 2001. *Elderly Commission: Report on*

- Healthy Ageing*. H.K.: Elderly Commission.
- Featherstone, Mike and Andrew Wernick. 1995. *Images of Ageing: Cultural Representations of Later Life*. N.Y.: Routledge.
- Friedrich, Douglas D. 2001. *Successful Ageing: Integrating Contemporary Ideas, Research Findings, and Intervention Strategies*. Springfield, Ill.: Charles C. Thomas.
- Jamieson, Anne, Sarah Harper and Christina Victor (eds.). 1997. *Critical Approaches to Ageing and Later Life*. Buckingham: Open University Press.
- Klein, Waldo C., C. Waldo and Martin Bloom. 1997. *Successful Ageing: Strategies for Healthy Living*. N.Y.: Plenum Press.
- Law, Kenneth W. K. (ed.). 2001. *Ageing, Gender and Family in Singapore, Hong Kong and China*. Taipei: Academic Sinica.
- Lynne, Bond, Stephen J. Cutler and Armin Grams (eds.). 1995. *Promoting Successful and Productive Ageing*. Calif.: Sage.
- Matcha, Duane A. 1997. *The Sociology of Ageing: A Social Problems Perspective*. Boston: Allyn and Bacon.
- O'Reilly, Evelyn M. 1997. *Decoding the Cultural Stereotypes about Ageing: New Perspectives*. London: Garland.
- Phillips, David R. (ed.) 2000. *Ageing in the Asia-Pacific Region: Issues, Policies and Future Trends*. London: Routledge.
- Nelson, Todd D. 2002. *Ageism: Stereotyping and Prejudice against Older Persons*. Cambridge, Mass.: MIT Press.
- Rowe, John W. 1998. *Successful Ageing*. N.Y.: Pantheon Books.
- Thorson, James A. 2000. *Ageing in a Changing Society*, N.Y.: Wadsworth.
- Thursz, Daniel, Charlotta Nusberg, and Johnnie Prather. 1995. *Empowering Older People: An International Approach*. London: Auburn House.
- Walker, Alan. (ed.) 2005. *Growing Old in Europe*. Maidenhead : Open University Press.
- Walker, Alan and Catherine Hagan Hennessy. (eds.) 2004. *Quality of life in Old Age*. Maidenhead: Open University Press

Journals

Hallym International Journal of Aging
Hong Kong Journal of Gerontology
International Journal of Ageing and Human Development
Journal of Aging and Social Policy
Journal of Aging Studies
Journal of Intergenerational Relationships
Journal of Gerontology
Journal of Applied Gerontology
Journal of Ageing Studies
Research on Ageing
The Gerontologists

Assessment of Learning Outcomes

1. Tutorial presentation and discussion (10%), performance in tutorials (5%),

peer assessment of performance in tutorials (5%), group project report (20%), final examination (60%).

2. Students' comprehension and synthesis of theoretical and practical knowledge in aging can be assessed in presentation, performance in discussion during tutorials, group term paper and final examination.
3. Students' critical thinking can be assessed by comment on journal articles in particular issues and answer examination questions in the final examination.
4. After students learned the relevant knowledge from the lectures, tutorial presentations and discussions, they can compare the similarities and differences of this course with the other courses, they should know the main arguments of different perspectives and new concepts in organization, relate the knowledge learned from this course with the previous courses, think whether the knowledge that they learned from this course support or challenge their values, beliefs and knowledge. How they learned and performed can be assessed through tutorial presentation and discussion, group term paper and final examination.

Good Practices

1. Students are requested to meet the instructor for a discussion and hand in an outline before their tutorial presentations.
2. Each member of the tutorial group will be responded to peer-assessment of performance of all other group members. Their assessments are based on presenters' effort, contributions, and congeniality. The average of these evaluations will be converted to a 5% point of the final grade.
3. Students are encouraged to feedback on teaching and learning to the instructor to improve the quality of the teaching and learning.

According to Lingnan University and Social Sciences Programme policy, plagiarism is "presentation of another person's work without proper acknowledgment of the source". Plagiarism (unattributed copying) will be heavily penalized and may attract a zero mark and disciplinary action.
