

ANSC/ GLBH 101

Aging: Culture and Health in Later Life Human Development

Tentative

SPRING 2023

TUESDAYS/ THURSDAYS 2-3:20PM PETERSON HALL 103

LECTURER:

JULIA K. SLOANE, PHD (SHE/ HER)

EMAIL: JSLOANE@UCSD.EDU

OFFICE HOURS: THURSDAYS, 11:15AM -12:15PM, OR BY APPOINTMENT, AP&M 5431 AND ZOOM:

[HTTPS://UCSD.ZOOM.US/J/98703094532](https://ucsd.zoom.us/j/98703094532)

TEACHING ASSISTANT:

LOREN CLARK, MSC

EMAIL: LRCLARK@UCSD.EDU

OFFICE HOURS: TUESDAYS FROM 10AM-11:30AM OVER ZOOM, OR IN SVERDRUP HALL 1220 AT SIO (EMAIL IN ADVANCE FOR IN PERSON MEETINGS- THE BUILDING IS ACCESS ONLY)

[HTTPS://UCSD.ZOOM.US/J/8442426366](https://ucsd.zoom.us/j/8442426366).

COURSE DESCRIPTION

All humans age, but it is a highly diverse experience. This course examines later life aging as a process that is cross-culturally sensitive and dynamically shaped by psychological, socio-economic and biological forces. We will take an interdisciplinary approach with anthropological holism as a guiding principle. An anthropologically holistic perspective studies human life as embedded within a variety of factors that shape life experience and personal outcomes.

This holistic approach will help us to address some of our guiding questions:

- 1. How do views and experiences of aging differ across the world?**
- 2. How does space, place and geography shape experiences and views of aging?**
- 3. What role do family, kinship, peer, and community relationships play?**
- 4. What is the relationship between biology and aging? What naturalized views of biological aging do we hold?**
- 5. In what ways does a global health and anthropological perspective help us to both understand and enhance aging?**

The goal of this course is not to take ‘aging’ as a fundamental social or health problem, nor to simply convince you that those you might consider ‘old’ are valuable members of society. Rather, our goal is to take a holistic view of aging as a process, and to consider the diverse ways in which it can be experienced and viewed, and how kinship, gender, culture, place, economics, policy, and biology all interact.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Apply a holistic anthropological approach to issues related to aging and global health.
2. Evaluate the variety of factors that influence psychological experiences and biological outcomes of aging in later life human development.
3. Identify some key challenges, features and insight in the aging process among different social and cultural groups.
4. Analyze and compare social science concepts across multiple situations and contexts.
5. Examine “healthy” or “successful” aging practices with basic cultural-competence.

COURSE SCHEDULE

Theme	Week	Readings / how to prepare for class
Introductory and Foundational Content	Week 1	<p>Tuesday - 4/4/23</p> <ul style="list-style-type: none"> • Read syllabus <p>(Optional) Try out the interactive features on the following websites: https://www.helpage.org/global-agewatch/ https://www.bbc.com/worklife/generation-project</p> <p>Thursday - 4/6</p> <ul style="list-style-type: none"> • Cultural Context of Aging (CCoA): Introduction to book (skim) • CCoA: Chapter 8 - Elders, Ancients, Ancestors and the Modern Live Course
Globalization and Ethnic Identities	Week 2	<p>Tuesday - 4/11</p> <ul style="list-style-type: none"> • CCoA: Chapter 9 - Images of Aging: Cultural Representations of Later Life (Featherstone and Hepworth) • <i>(Recommended) CCoA: Introduction to Part 1</i> <p>Thursday - 4/13</p> <ul style="list-style-type: none"> • Ch. 14 - Globalization and the risks of aging (Fry) • <i>(Recommended) CCoA: Intro to Part 2</i>
	Week 3	<p>Tuesday - 4/18</p> <ul style="list-style-type: none"> • Ch. 30 - Elder residences and outsources sons (Lamb) <p>Thursday - 4/20</p> <ul style="list-style-type: none"> • CCoA: Ch. 41 - Battling a New Epidemic (Henderson)
[Age-friendly] Communities and Spaces	Week 4	<p>Tuesday – 4/25</p> <ul style="list-style-type: none"> • Buch, “Postponing Passages: Doorways, Distinctions, and the Thresholds of Personhood among Older Chicagoans” <p>Thursday – 4/27</p> <ul style="list-style-type: none"> • CCoA: Ch. 31 - Aging in the Hood: Creating Elder Friendly Environments (Stafford)
	Week 5	<p>Tuesday – 5/2/23 QUIZ #1</p> <ul style="list-style-type: none"> • CCoA: Ch. 10 – Cultural Spaces and Symbolic Meaning in Late Life (Keith) <p>Thursday – 5/4</p> <ul style="list-style-type: none"> • Crampton, “No Peace in the House: Witchcraft Accusations as an “Old Woman’s Problem” in Ghana”

Gender	Week 6	<p>Tuesday – 5/9</p> <ul style="list-style-type: none"> Lamb, “Making and Unmaking of Persons: Aging in Northern India” <p>Thursday – 5/11</p> <ul style="list-style-type: none"> Ch. 28 - Structural vulnerability amongst Minangkabau
Sexuality and Stigma	Week 7	<p>Tuesday – 5/16 QUIZ #2</p> <p>Thursday – 5/18</p> <ul style="list-style-type: none"> Sage, “Out and Visible” (Optional) take a quiz to about implicit bias: https://implicit.harvard.edu/implicit/takeatest.html
“Successful Aging”	Week 8	<p>Tuesday – 5/23 --- Submit your final report topic for approval. ----</p> <ul style="list-style-type: none"> Levy, Embodiment of Aging Stereotypes (Recommended) CCoA: Ch. 4, Moody - From Successful to Conscious Aging (Moody) <p>Thursday – 5/25</p> <ul style="list-style-type: none"> CCoA: Ch. 38 - Exceptional Longevity: Healthy Aging from Okinawa Centenarian Study (Willcox, et al.) (Recommended) Lamb, “Permanent Personhood of Meaningful Decline? Toward a Critical Anthropology of Successful Aging”
Age-related Diseases and Dementia	Week 9	<p>Tuesday – 5/30</p> <ul style="list-style-type: none"> CCoA: Ch. 2- Complaint discourse, aging and caregiving among the Ju/'hoansi of Botswana (Rosenberg) <p>Thursday – 6/1/23 QUIZ #3</p> <ul style="list-style-type: none"> The Global Aging Experience Project (Intel - white paper) (Recommended) Mikkelson, <i>Unthinkable Solitude</i>
Care and End-of-Life	Week 10	<p>Tuesday – 6/6</p> <p>Thursday – 6/8</p> <ul style="list-style-type: none"> Web book Ch. 53 - Beyond institution: dementia care and green house project (McLean) <p>--- Presentation materials for final report due by 9pm ---</p>

REQUIRED READING LIST- **ALL READINGS ARE AVAILABLE ON CANVAS**

CCOA refers to chapters from the following book:

Jay Sokolovsky, editor. [The Cultural Context of Aging: Worldwide Perspectives](#). 3rd edition.

Articles

Buch, E. D. (2015). Postponing passage: Doorways, distinctions, and the thresholds of personhood among older Chicagoans. *Ethos*, 43(1), 40-58.

Crampton, A. (2013). No peace in the house: witchcraft accusations as an "old woman's problem" in Ghana. *Anthropology & Aging Quarterly*.

Lamb, S. (1997). The making and unmaking of persons: Notes on aging and gender in North India. *Ethos*, 25(3), 279-302.

Lamb, S. (2014). Permanent personhood or meaningful decline? Toward a critical anthropology of successful aging. *Journal of aging studies*, 29, 41-52.

Levy B. (2009). Stereotype Embodiment: A Psychosocial Approach to Aging. *Current directions in psychological science*, 18(6), 332–336.

ASSIGNMENTS, PROJECTS, AND GRADING

Assignment	Submit to:	Weight	Due Date
"Quizzes" including in-class group assignment	In class or Triton Testing Center (if approved, see prof)	30% (30 pts)	4/27, 5/16, 6/1
Final recorded presentation	Canvas: Assignments & Flipgrid	45% (45 pts)	Confirm topic by 5/23 Submit material by 6/8 by 9pm
Attendance	In person	10% (10 pts)	T/Th Lectures & Fridays (weeks 1-10)
Participation	Canvas: Discussion (10pts) In-class activity or film fact sheets, <i>tba</i> (5pts)	15% (15 pts)	Weekly by Friday (weeks 1-10) <i>TBA</i>

Students will receive a letter grade based on the percentage of points accumulated at the end of the course. The following guidelines will be used:

A 94-100%	B+ 87-89%	B- 80-83%	C 74-76%	D 69-65%
A- 90-93%	B 84-86%	C+ 77-79%	C- 70-73%	F < 65%

FINAL PRESENTATION: ETHNOMEDICAL REPORT/ PROGRAM ASSESSMENT

The final report is a 5-8 minute recorded slideshow presentation about: (1) a specific culture and health condition that affects older adults or; (2) a non-government organization or program designed to intervene in older adult health concerns or treatment. You must confirm your topic choice by submitting your proposed culture and condition, or program and its purpose through Canvas by Tuesday of Week 8. The report will be submitted to the instructors through canvas and not presented in front of the entire class.

PARTICIPATION

Each week, contribute a comment to the week's Discussion board topic. Either post your own response or respond to a comment on one other student's post by Fridays of each week.

COURSE POLICIES

ATTENDANCE

Attendance is required for all healthy individuals. Please do not attend if ill. You may miss 5 classes without penalty, after that, you miss 0.5 points per class.

LATE POLICY

Assignments are due at the times listed and should be submitted for canvas. Scores will be penalized 5% for every day that the assignment is late.

INCLUSION STATEMENT

One of my biggest motivations in life is encapsulated well by Ruth Benedict who said, "the purpose of anthropology is to make the world safe for human differences." I expect students in my course to demonstrate respect and strive for a compassionate appreciation of one another regardless of personal levels of familiarity. If you experience less than respectful treatment from anyone in the class, please contact me. I will do whatever I can to improve the situation and address your concerns without making you more uncomfortable. I also understand that we are all starting from different places. If you find yourself needing a little extra assistance in understanding the realities and personhood of others, please reach out to me individually and I will try to help.

COVID-19/ Sick Policy

If illness strikes during the term and hinders your academic performance, please email me to make appropriate accommodations. Part of being a student is being a human and as strict as academic power dynamics may feel at times, your instructors are aware of this and most likely more sympathetic than you might think. It is important to alert your instructors early if something threatens to inhibit your performance instead of trying to work through it on your own and not reaching out at the last moment or when you're healthy again. Professors almost always consider an early warning as a sign of responsibility and preparedness, not weakness or difficulty.

ACADEMIC INTEGRITY

As a student in this course, you are responsible for knowing and abiding by UCSD's Policies on [Integrity of Scholarship](#) and [Student Conduct](#).

“Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University’s ability to certify students’ knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act. Before you act ask yourself the following questions: a) is my action honest, fair, respectful, responsible & trustworthy and, b) is my action authorized by the instructor? If you are unsure, don’t ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu” (Source: Tricia Bertram Gallant, Ph.D., UCSD Academic Integrity Office, 2017)

<p>What you can do to support your success in the course:</p>	<p>What I will do to support your success in the course:</p>
<p>Read the syllabus and stay current with course information</p>	<p>Be prepared and bring my enthusiasm for teaching to each session</p>
<p>Keep up with readings and assignments.</p>	<p>Respond to emails within one working day, and provide timely feedback on assignments / submissions.</p>
<p>Contribute to the learning environment with fairness, cooperation, and professionalism</p>	<p>Establish a learning environment with fairness, cooperation and professionalism, and will take action if these principles are violated.</p>
<p>Treat your classmates, instructional assistants and myself honestly and ethically</p>	<p>Treat you honestly and ethically, and will address any concerns you might have</p>
<p>Commit to excel with integrity. Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy.</p>	<p>Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.</p>
<p>Manage your time, so you can stay on track with the course and complete tasks on time.</p>	<p>Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.</p>
<p>Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances</p>	<p>Consider requests for adjustments and will make reasonable exceptions available to all students when approved</p>

Learning and Academic Support	
<p><u>Ask a Librarian: Library Support</u> <i>Chat or make an appointment with a librarian to focus on your research needs</i></p> <p><u>Course Reserves, Connecting from Off-Campus and Research Support</u> <i>Find supplemental course materials</i></p> <p><u>First Gen Student Success Coaching Program</u> <i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i></p> <p><u>Office of Academic Support & Instructional Services (OASIS)</u> <i>Intellectual and personal development support</i></p>	<p><u>Writing Hub Services in the Teaching + Learning Commons</u> <i>One-on-one online writing tutoring and workshops on key writing topics</i></p> <p><u>Supplemental Instruction</u> <i>Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses</i></p> <p><u>Tutoring – Content</u> <i>Drop-in and online tutoring through the Academic Achievement Hub</i></p> <p><u>Tutoring – Learning Strategies</u> <i>Address learning challenges with a metacognitive approach</i></p>
Support for Well-being and Inclusion	
<p><u>Basic Needs at UCSD</u> <i>Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@ucsd.edu basicneeds@ucsd.edu (858) 246-2632</i></p> <p><u>Counseling and Psychological Services</u></p>	<p><u>Community and Resource Centers</u> <u>Office of Equity, Diversity, and Inclusion</u> <i>As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus</i> <i>(858).822-.3542 diversity@ucsd.edu</i></p>

<p><i>Confidential counseling and consultations for psychiatric service and mental health programming</i></p> <p><u>Triton Concern Line</u></p> <p><i>Report students of concern: (858) 246-1111</i></p> <p><u>Office for Students with Disabilities (OSD)</u></p> <p><i>Supports students with disabilities and accessibility across campus</i></p>	<p><u>Get Involved</u></p> <p><i>Student organizations, clubs, service opportunities, and many other ways to connect with others on campus</i></p> <p><u>Undocumented Student Services</u></p> <p><i>Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence</i></p>
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