THE ANTHROPOLOGY OF AGING
Professor Jeanette Dickerson-Putman
E421    Section 30959
A560    Section 30966
Fall 2012

Wednesday 3:-5:45PM         Room CA 411
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E-mail: jdickere@iupui.edu
Office Hours: Monday/Wednesday 10:00-11:00AM
              Wednesday 3:00-4:00PM
              Or By Appointment

This course will explore various aspects of age and the aging process in a wide variety of cross-cultural contexts. Two specific goals for this course are (1) to understand how the aging process, the individual life course and intergenerational relationships are constructed and experienced in different cultures and (2) to explore the contemporary lives of the elderly and their families in both Western and Non-Western societies.

Required Readings
The following books are available at the IUPUI bookstore in Cavanaugh Hall.

Sharon Kaufman       The Ageless Self
Caitlin Lynch       Retirement On The Line
Jay Sokolovsky       The Cultural Context of Aging ed.

Various authors       Articles available on Oncourse

Methods of Instruction. This course will consist of lectures, films, discussions and written assignments. These modes of instruction should help you to (1) improve your critical thinking skills (2) improve your oral and written skills and (3) confront and overcome your ethnocentrism and ageism.

Attendance and Participation

Regular attendance at all class sessions is expected. More than three absences will be reflected in a student's final grade. Furthermore, it is expected that students will have completed reading assignments in a timely fashion and come to class prepared to participate in, and contribute to, class discussions. This component will contribute 15 points towards your final grade.
Reading Summaries. For 5 class sessions you will be expected to hand in a 1-2 page summary of the key points of a designated reading or an answer to a specific question on a designated reading. These readings will be available in the Sokolovsky reader and/or on Oncourse. These summaries/answers are due on the day that the reading is discussed in class. These 5 summaries are worth 10 points of your final grade.

Book Essays. Specific guidelines and/or questions will be handed out to focus your reading of Two books--The Ageless Self and Retirement on the Line. You will be expected to write a 2-3 page answer for each of these book essays. The book essay is due on the day that we discuss each book. Consult the syllabus for due dates. The two book essays are worth 20 (U) 15 (G) points of your final grade.

Up Series Project. “Give me the child until seven and I will give you the man.” Starting in 1964, with Seven Up, The Up Series has explored this Jesuit maxim. The original concept was to interview 14 children from diverse backgrounds from all over England, asking them about their lives and their dreams for the future. Every seven years, Michael Apted has been back to talk to them, examining the progression of their lives. For this project each of you will write a short essay (3 pages maximum) that analyzes how the goals and circumstances of one of The Up Series participants have changed through the years. This essay is due on October 20th. There will also be an in-class exercise on October 20th that will focus on the most recent installment of the series. This component of the course will contribute 10 points towards your final grade.

Life History Project. This will involve the collection and analysis of the life history of an elder (65+). Graduate students: You will collect the life histories of two elders. All of the potential interviewees will be drawn from the membership of the Indianapolis Naturally Occurring Retirement Community (NORC). Details will be discussed in class. A number of articles are available to guide you in your elder life history project in a folder called Life History Resources under the Resources tab on our Oncourse. Final projects are due on December 8th. On November 14th, December 1st and December 8th students will give a summary of their life history to the class. The term project will be worth a total of 45 points towards the final grade for undergraduates and 50 points towards the final grade for graduates. Ten of these points will be given for the transcript of the first life history interview due October 10th. The Life History analysis paper will contribute 25 (U)/30 (G) to your project grade and the class presentation is worth 10 points. Examples of Life History Projects can be found on Oncourse.

IRB Human Subjects Certification
In order to participate in the Life History Project you must have
IRB Human Subjects certification. Below is the link to the Human Subjects test you must pass (if you have not already done so). If you have done so for another research project, you do not need to take the test again. Once you take it and pass it, you are certified for any social and behavioral research that involves human subjects.

You should, unfortunately, allow an afternoon—3–4 hours—to work on this. Here is the link to the site with the test:

://researchadmin.iu.edu/EO/eo_citi.

You should be able to login from this website using your IU username and password. Do not take the Social and Behavioral Responsible Conduct of Research, Basic Course. That is an optional module. You must complete the test called Social/Behavioral Researchers, Stage 1.

**Course Requirements**

**Undergraduates**
- Class Participation/Discussion  
- Reading Summaries (5)  
- Book Essays (2)  
- Up Series Project  
- Life History Project

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<tr>
<th>Course Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation/Discussion</td>
<td>15</td>
</tr>
<tr>
<td>Reading Summaries (5)</td>
<td>10</td>
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<tr>
<td>Book Essays (2)</td>
<td>20</td>
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<tr>
<td>Up Series Project</td>
<td>10</td>
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<tr>
<td>Life History Project</td>
<td>45</td>
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**Graduates**
- Class Participation/Discussion  
- Reading Summaries (5)  
- Book Essays (2)  
- Up Series Project  
- Life History Project

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<tr>
<td>Class Participation/Discussion</td>
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<td>Up Series Project</td>
<td>10</td>
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<tr>
<td>Life History Project</td>
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100 points

The following Scale will be used to convert the points you have earned to a letter grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>93-99</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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**Course Policies**
Late Work. Late written assignments will only be considered if the student experiences a serious illness or emergency. In such cases the excuse must be fully substantiated and documented in writing.

Students with Disabilities. The Office of Adaptive Educational Services (AES) [http://www.iupui.edu/~diversity/aes/services](http://www.iupui.edu/~diversity/aes/services) helps students with disabilities receive appropriate accommodations from the university and their professors. Students need to register with the AES office in order to officially receive such services. You can contact AES at (317) 274-2548.

Academic Misconduct. Confirmed cases of cheating, plagiarism or other academic misconduct on any assignments for this course will result in a 0 for that item or course component of an F in the course. Please refer to the I.U. Code of Student Rights, Responsibilities, and Conduct (pp. 17-20) or online at [http://life.iupui.edu/code](http://life.iupui.edu/code) for a detailed discussion of the definitions and procedures involved in academic misconduct.

Student Counseling
If you should encounter problems meeting the requirements for this course please make arrangements to see me. I’m here to help you maximize your learning experience but I can only help you if I know that you are having problems. There is help available for students in distress through Counseling and Psychological Services (CAPS) [://life.iupui.edu/](http://life.iupui.edu/). CAPS also provides a Student Advocate for other personal and academic difficulties [://life.iupui.edu/](http://life.iupui.edu/).

Electronic Devices in the Classroom. Portable electronic devices such as cell phones, pagers, two-ways and pdas, must be turned OFF or turned to vibrate before entering the classroom. If you need to have such devices ON for familial/work reasons please let me know this in advance.

Other Rules of Engagement. It is your responsibility as an adult to “treat others the way that you would like to be treated.” This means that within our classroom everyone is to treat each other with mutual respect and attention. Anyone who talks when someone else is talking, verbalizes discontent of an opinion with hostility, or any other breach of classroom etiquette will be considered in violation of this policy.

**TOPICS AND READING ASSIGNMENTS**

The following Class Schedule is tentative and subject to revision.

**CLASS READINGS ARE DUE ON THE SESSION AND DATES LISTED BELOW**

**Session 1**

August 22

Course Introduction

Anthropological Perspectives

Readings: Begin Kaufman
Session 2  **August 29**

**Human Longevity**
- The Demography of an Aging World
- Intergenerational Relationships I: Age Graded Societies
- Discussion of Life History Project

**Readings:** Continue Kaufman
- Sokolovsky: Kinsella, Gurven and Kaplan, Wilcox et al
- Recommended Oncourse Readings: Vinj and Campisi, Holmes and Holmes Chp. 4

**Film:** Masai Manhood

**READING SUMMARY 1 DUE**

Session 3  **September 5**

**The Life Course and Life Course Perspective**
- Aging and Ethnicity in the United States
- Aging and Urbanization
- Aging in Place: Naturally Occurring Retirement Communities

**Guests:** Ann Allen and Cindy Wides, EFC

- Discuss Kaufman
- Readings: Kaufman Book
- Sokolovsky: Cattell and Albert, Stafford

**KAUFMAN BOOK ESSAY DUE**

Session 4  **September 12**

**Aging and Gender**
- Menopause
- Intergenerational Relationships II
- Age Stratification in Papua New Guinea

**Readings:** Sokolovsky: Cattell
- Recommended: Beyene, Indrizal et al
- Oncourse Readings: Dickerson-Putman and Lock
- Recommended Reading: Sievert

**Film:** Seasons of a Navajo

**READING SUMMARY 2 DUE**

Session 5  **September 19**

**The Up Series**

**Film:** 28up
Session 6

September 26

Globalization and Aging
Older People in Families and Households
Ethnicity, Caregiving and Alzheimers Disease

Readings: Sokolovsky: Fry, 1 of the following: Zhang, Lamb or Jenike and Traphagan
More readings to come

Film: Complaints of a Dutiful Daughter

READING SUMMARY 3 DUE

Session 7

October 3

Aging in an Institutional Setting
Readings: Oncourse Reading: Foner 1, Shield, Laird

Film: Almost Home

READING SUMMARY 4 DUE

Session 8

October 10

The Up Series
Readings: Oncourse Reading: Chapter from 42up

Film: 49up

42up ESSAY DUE
IN-CLASS EXERCISE DUE

TRANSCRIPTION OF FIRST LIFE HISTORY INTERVIEW DUE

NO CLASS

Research in Kenya October 17, 24, 31

Read Lynch
Work on Life History Project

Session 9

November 7

Intergenerational Relationships III
Grandparenthood
Intergenerational Research in Western Kenya
Care-giving to AIDS Orphans
Knowledge Transmission and Peace

Readings:
Readings to be Announced

READING SUMMARY 5 DUE

Session 10 November 14
Aging, Work and Retirement
Readings: Lynch

Discussion and Presentation of Life History Papers I

LYNCH BOOK ESSAY DUE

Film: Pensioners, Inc.

NO CLASS THANKSGIVING BREAK November 21

Session 13 December 1
Discussion and Presentation of Life History Papers II

Session 14 December 8
Discussion and Presentation of Life History Papers III

DUE IN CLASS: LIFE HISTORY PAPERS