

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: _____

COLLEGE: _____

DEPARTMENT CONTACT: _____

CONTACT PHONE: _____

CONTACT EMAIL: _____

1. Subject Code, Number, and Title:
2. Credit Hours: **3**
3. Course Description: **Through an introduction to the study of gerontology, students will consider how the aging of the world's population is affecting diverse cultures, societies—and families—across the globe.**
4. This course is (check one):
 - an existing course with no revisions (need not go through the input system)
 - an existing course with revisions (attach this form to Request for Course Revision form)
 - a new course (attach this form to Request for New Course form)
5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.
 - Effective Communication**
 - Quantitative Reasoning (*QR designation*)**
 - Writing Intensive (*WI designation*)**
 - Perspectives on a Diverse World**
 - Global Awareness
 - U.S. Diversity
 - Knowledge of the Disciplines**
 - Arts
 - Humanities
 - Science
 - Social Science
 - Learning Beyond the Classroom (*LBC designation*)**
 - Self and Well Being

- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students. Note: *The Writing-Intensive courses are designed to provide students with the opportunity to continue to develop their writing through engagement with disciplinary strategies and conventions. Those proposing a WI course should explain in the rationale how and why the course is a writing-intensive course.*

This Global Awareness Course offers students the opportunity to examine diverse cultures and countries through a social and demographic reality shared worldwide: the aging of the population. Every society and every country—industrialized, industrializing and least industrialized--is faced with the struggle of adults living longer than ever before in history. How each culture has historically dealt with and currently is dealing with its aging population, as well as aging individuals, offers a perspective for considering the diversities and commonalities of societies around the world.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

In this Global Awareness course, students will:

- I. Enhance awareness of a shared-reality of the aging of the world's populations, as well as the implications of this trend across the global community.**
- II. Explore and contrast varying cultural concepts of aging and assess how these diverse practices and beliefs impact—and are impacted by—their own values and practices.**
- III. Understand *why* adults are living longer and the impact of a 'graying' world on each culture's economic and social infrastructures and systems.**
- IV. Analyze the diversity of *social norms and values* of aging across cultures: why some societies are obsessed with youth and others revere old age. These values will be explored as they impact—and are impacted by—each society, their community and family systems.**
- V. Explore and contrast the life course of today's elderly in various cultures and how the experience of growing old is both different and similar around the world.**

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above. **Attached.**

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For _____ Against _____ Abstentions _____

Department Head _____
Date

2. College

College Dean _____
Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee _____
Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum _____
Date

SYLLABUS**Course Title and Number:****Meeting Time and Location:** TBD**Instructor:** TBD**Course Description:**

This Global Awareness Course offers students the opportunity to examine diverse cultures and countries through a social and demographic reality shared across the world: the aging of the population. Every society and every country—industrialized, industrializing and least industrialized—is faced with the struggle of adults living longer than ever before in history. How each culture has historically dealt with and currently is dealing with its aging population, as well as aging individuals, offers a perspective for considering the diversities and commonalities of societies around the world.

Course Objectives:

To provide an introduction to the principles and study of gerontology through an overview of the aging of the world's population. Utilizing a life course perspective as a means for critical analysis of the socio-historical influences on aging individuals in diverse cultures. Examining the differences in cultural concepts and values of aging, ageism and ethnicity in advanced industrialized, industrializing and least industrialized countries around the globe.

Outcomes for General Education Requirement in 'Global Awareness':

Upon successful completion of this course, the student will be able to:

- I. Enhance awareness of a shared-reality of the aging of the world's populations, as well as the implications of this trend across the global community.
- II. Explore and contrast varying cultural concepts of aging and assess how these diverse practices and beliefs impact—and are impacted by—their own values and practices.
- III. Understand *why* adults are living longer and the impact of a 'graying' world on each culture's economic and social infrastructures and systems.
- IV. Analyze the diversity of *social norms and values* of aging across cultures: why some societies are obsessed with youth and others revere old age. These values will be explored as they impact—and are impacted by—each society, their community and family systems.
- V. Explore and contrast the life course of today's elderly in various cultures and how the experience of growing old is both different and similar around the world.

Text: The World Ageing Situation: Exploring a Society for All Ages. The United Nations, 2001.(Required)

Coursepack: Bibliography attached (Required)

Class Format:

Lectures and a *life course perspective* will be utilized to facilitate *classroom discussion* of socio-historical influences on aging within various cultures around the world. The diverse impact of these changing demographics upon individuals within often diverse societies will be examined. Students will demonstrate synthesis and understanding of these trends and issues, as well as cultural variances, through *classroom participation, examinations* (quizzes) and a *final paper*.

Methods of Evaluation:

Students will be evaluated throughout the semester in three major areas:

1. *Verbal:* Classroom attendance, discussion and participation (20%)
2. *Integrative:* Quizzes (5) based upon readings, lectures and discussion of each regional area of study. Each quiz is worth a total of 10 points. (50%)
3. *Analysis:* Final paper. Students will select and contrast three (3) cultures, one each from an Industrialized, Industrializing and Least Industrialized world region. The paper will provide an analysis of the differences and similarities found in relation to the roles, past and present, of aging individuals and groups within each of the three geographical regions. Specific questions will be provided by the instructor to prompt and guide comparison and contrast of each culture related to: historical roles of elders; evolving roles; social structures and economic influences. Research for this paper will be limited to classroom text and coursepack, as well as in-class lectures and discussions. (30%)

Grading:

Points are awarded on a total scale of 100 with final points awarding letter grades of:

91-100: A's --- 81-90: B's --- 71-80: C's or lower

Classroom Policies:

- Timeliness of attendance and assignments;
- Courteous and respectful behavior at all times;
- Tolerance of divergent values and experiences;
- Accountability for self, attendance and participation.

Course Schedule**Week 1: Introduction**

- the “what” of an aging world population (demographics)
- “why” people are living longer than ever before (gerontological principles)

Week 2: Overview of concepts related to social and economical development

- Industrialized societies
- Industrializing societies
- Least industrialized societies

In-class Video: “Portraits of Age/a United Nations Production”

Readings: Text: Chpt.1

Coursepack: 1. *Fact Sheets: Challenges of Global Aging*, 2. *Aging World: 2001*. 3. *Developments and Research on Aging, an International Handbook*. 4. *Active Aging: A Policy Framework*, Chpt.2

Week 3: Regions: North American/Western European

- Social history of aging
- Changing family structures and roles;
- Life course review of current cohort of elderly

Quiz #1: Overview

Readings: Coursepack: *Developments on Research and Aging*, Chpts.4, 24.

Week 4: (North American/Western European continued...)**Week 5: Region: Eastern European**

- Social history of aging
- Changing family structures and roles;
- Life course review of current cohort of elderly

Quiz #2: North American/Western and Eastern European

Readings: Coursepack: *Developments on Research and Aging*, Chpt.25

Week 6: Regions: Asian—Japan, Korea

- Social history of aging
- Changing family structures and roles;
- Life course review of current cohort of elderly

Readings: Coursepack: 1. *The World Ageing Situation: Exploring a Society for All Ages*. 2. *The Future of Population in Asia*, Chpt.1. 3. *Ageing in the Asia-Pacific Region*, Chpts.6, 12

Pacific

Week 7: (Asian, continued...) China

- Social history of aging
- Changing family structures and roles;
- Life course review of current cohort of elderly

Readings: Text: Chpts.3, 4

Coursepack: 1. *Aging in the Asian-Pacific Region*, Chpt.10; 2. *Successful*

Aging Among the Young-Old, Old-old and Oldest-old Chinese, *Journal of Aging and Human Development*.

International

Week 8: (Asian, continued...) Pacific Islanders, Vietnamese

- a. Social history of aging
- b. Changing family structures and roles;
- c. Life course review of current cohort of elderly

Readings: Coursepack: 1. *Ageing in the Asia-Pacific Region, Chpts.2, 18.* 2. *The Future of Population in Asia, Chpt.7*

Week 9: Region: India

- a. Social history of aging
- b. Changing family structures and roles;
- c. Life course review of current cohort of elderly

Quiz #4: Middle East

In-class Video: "The Silver Age: People living longer with too few young people to take care of them and the implications: India, Japan, Tunisia."

Readings: Coursepack: 1. *Gerontological Social Work in India. Chpts.3,7.*
2. *Population Aging and Its Impact on Elderly Welfare in Africa, International Journal of Aging and Human Development.*

Week 10: Regions: Middle Eastern—Iran, Iraq

- a. Social history of aging
- b. Changing family structures and roles;
- c. Life course review of current cohort of elderly

Quiz #3: Asia

Readings: Coursepack: 1. *Islam, Gender, Culture and Democracy: Findings from the World Values Survey and the European Values Survey.* 2. *The Middle Eastern Community. Cultural Diversity in Nursing.* 3. *Geriatrics in Lebanon, International Journal of Aging and Human Development.*

Week 11: (Middle Eastern, continued...) Israel, Palestine, Egypt

- a. Social history of aging
- b. Changing family structures and roles;
- c. Life course review of current cohort of elderly

Readings: Coursepack: 1. *Services for the Arab Elderly in Israel.* 2. *Developments and Research on Aging, an International Handbook, Chpt.8, 14*

Week 12: Region: South and Central American

- a. Social history of aging
- b. Changing family structures and roles;
- c. Life course review of current cohort of elderly

Readings: Text: Chpt.5

Week 13: Region: Africa

- a. Social history of aging
- b. Changing family structures and roles;
- c. Life course review of current cohort of elderly

Quiz #5: India, South/Central America, Africa

Readings: Text: Chpt.2
Coursepack: *Attitude to Aging Among Different Groups in Nigeria, International Journal of Aging and Human Development.*

Week 14: (Africa, continued...)

Readings: Text: Chpt.7

Week 15: Future implications of an aging world

Final paper due

BIBLIOGRAPHY

RESOURCES:

International Association of Gerontology and Geriatrics. www.iagg.com

*U.S. Department of Health and Human Services Administration on Aging. *Addressing Diversity: International Resources*. www.aoa.gov/prof/international/resources/resources_pf.asp

U.S. Department of Health and Human Services Administration on Aging. *Fact Sheets: Challenges of Global Aging*. www.aoa.gov/press/fact/alpha/fact_global_aging.asp

*Transcultural Diversity in Nursing. *The Middle Eastern Community*, www.culturediversity.org/mide.htm

AARP Policy and Research. *AgeSource Worldwide*. <http://star-a3.aarp.org/cgi-bin/starfinder/22475/agesource.txt>

AARP Global Aging Program. <http://www.aarp.org/research/international/about.html>

TEXTS:

*World Health Organization. *Active Ageing: A Policy Framework*. 2002. WHO/NMH/NPH/02.8

*Kinsella, Kevin; Velkoff, Victoria. *Ageing World: 2001*. U.S. Census Bureau. 2001
www.bookstore.gpo.gov (Demographics)

Aldershot, Hants. *Ageing Matters: European Policy Lessons from the East*. (HQ 1061 .A4244151 2005)

*Inglehart, Ronald. *Islam, Gender, Culture and Democracy: Findings from the World Values Survey and the European Values Survey*. DeSitter Publications: 2003 (HM 681 .I451 2003)

Andrews, Gary. *World Health Organization Regional Office for South East Asia Collaborative Study of Social and Health Aspects of Aging in Burma, Indonesia, North Korea, Sri Lanka and Thailand 1990*. New Delhi: World Health Organization, Regional Office for Southeast Asia/ Ann Arbor: Inter-university Consortium for Political and Social Research 1995

Bosworth, B and Burtless, G, eds. *Ageing Societies: the Global Dimension*. Brookings Institution Press, Washington D.C. www.netlibrary.com.proxy.lib.umich.edu
(Economics: EU, French, German, Japanese and American)

Phillips, D. and Chan, A.C.M. *Ageing and Long-Term Care: National Policies in the Asia-Pacific*. Singapore: Institute of Southeast Asian Studies.
(LTC in Hong Kong, Korea, Malaysia and Singapore)

*United Nations. *The World Ageing Situation: Exploring a Society for All Ages*. New York, U.N., 2001. (HQ 1061 .W662 2001)
(Africa, Southeast and East Asia, Latin Americas, Global Ageing, Lifemaps)

*East-West Center. *The Future of Population in Asia*. Honolulu, 2002. www.eastwestcenter.org (HB 3635 .F88 2002)

*Palmore, E. *Developments and Research on Aging, an International Handbook*. Connecticut: Greenwood Press 1993. (HW 1061 .D481 1993)

*Desai, M and Raju, S. *Gerontological Social Work in India*. New Delhi: B.R. Publishing Corp. 2000 (HW 1064 .I4 GU71 2000)

*Phillips, D.R. *Ageing in the Asia-Pacific Region*. New York: Routledge Advances in Asia-Pacific Studies 2000. (HQ 1064 .A78 A441 2000)

Weisstub, David, et.al., eds. Boston: Kluwer Academic Publishers. International Library of Ethics, Law and the New Medicine.

**Volume 10: Aging: Culture, Health and Social Change*. (HV 1451 .A361 2001)

(Social policy in EU and developing countries; cross-cultural perspective of aging and dying; cultural complexity)

Volume 11: Aging: Caring for Our Elders.

(Family caregiving, US and Japan)

ARTICLES:

*Azaiza, Faisal. Services for the Arab Elderly in Israel, *Journal of Gerontological Social Work*. Spring 1999.

*Salari, S. Invisible in Aging Research: Arab Americans, Middle Eastern Immigrants and Muslims in the United States. *Gerontologist*. Oct 2002: 42(5):580-588.

*Abyad, A. Geriatrics in Lebanon: The Beginning, *International Journal of Aging and Human Development*, Volume 41, No.4, 1995.

*Beiyewu, O., et.al. Attitude to Aging Among Different Groups in Nigeria, *International Journal of Aging and Human Development*. Volume 44, No.4, 1997.

*Yadava, K.N.S., et.al. A Study of Aged Population and Associated Health Risks in Rural India, *International Journal of Aging and Human Development*. Volume 44, No.4, 1997.

*Pei, X and Pillai, V. Old Age Support in China: The Role of the State and the Family, *International Journal of Aging and Human Development*. Volume 49, No.3, 1999.

*Jin, Y., et.al. Korean Beliefs About Everyday Memory and Aging for Self and Others, *International Journal of Aging and Human Development*. Volume 52, No.2, 2001.

*Darkwa, O.K., Mazibuko, F.N.M. Population Aging and Its impact on Elderly Welfare in Africa, *International Journal of Aging and Human Development*. Volume 54, No.2, 2002.

*Chou, K., Chi, I. Successful Aging Among the Young-Old, Old-Old and Oldest-Old Chinese, *International Journal of Aging and Human Development*. Volume 54, No.1, 2002.

*Chi, I., Chou, K. Social Support and Depression Among Elderly Chinese People in Hong Kong, *International Journal of Aging and Human Development*. Volume 52, No.3, 2001.

FILM:

Video: "Portraits of Age/a United Nations Production" National Media Owl Award Video Collection. Short stories of elders and the roles they play: India, Uganda, Argentina, Cambodia, Egypt and US. (29 mins) VHS. (MW 5674)

Video: "The Silver Age" BBC Worldwide/Bullfrog Films. People living longer with too few young people to take care of them and the implications: India, Japan, Tunisia. (24 mins) VHS. (MV 7401 v.13)