



THE ERICKSON SCHOOL
OF AGING STUDIES

AGNG 360
Global Ageing
Spring 2022

- Instructor:** Dr. Kelly Fitzgerald
- Time/Day:** Asynchronous via Blackboard
- Location:** 100% Online
- Office:** WebEx/Collaborate meetings: TBD with additional appointments available – please request all appointments by email Virtual meetings via Blackboard Collaborate
- E-mail:** Kellyf1@umbc.edu (I return messages within 1 business day)

Course Description

Provides an international comparative examination of individual and societal aspects of ageing and explores the problems and solutions encountered in different sociocultural contexts for dealing with challenges and opportunities of ageing. The phenomenon of global ageing is explored through active engagement with international organizations.

Course objectives

Upon completion of the course the learner will be able to:

1. Discuss their understanding of how the global population is ageing;
2. Compare how societies are ageing (recognizing and understanding similarities and differences);
3. Describe the various ways in which different societies are currently preparing for an older population; and,
4. Analyze how societal and cultural factors impact older persons and influence the construction and delivery of services.

Pre-requisites:

None Required. AGNG 200 recommended.

Course Format

This course is 100% online and is asynchronous.

Required Texts

- Global Ageing: Comparative Perspectives on Ageing and the Life Course, (2019). **Second Edition**. By Frank J. Whittington PhD, Suzanne R. Kunkel PhD, and Kate de Medeiros PhD.
- Additional Required Readings: Posted to Blackboard

Course Expectations

Below is a list of things expected from students:

1. Regularly log into the course in Blackboard. I would recommend that you log in several times a week. Assignments for the coming week will open on Friday evening and assignments are due as noted in Blackboard. Please check carefully for due dates/times as late submissions will not be accepted.
2. There will be materials and assignments that students are expected to review and complete every single week.
3. Expect to spend at least **9 hours** each week completing the modules and assignments for our class. This is equivalent to what is expected in a spring/fall semester face to face class (i.e., 3 hours in class per week + 6 hours outside of class per week = 9 hours per week total).
4. You should review ALL of the resources for a given week. These resources inform both your assignments and your exams.
5. You should take notes as you review the resources for a given week, just as you would take notes during a lecture. While the exams are open note/book they are timed. This means you will not have time to look up the answer to every single test question.
6. Complete all of the assignments each week. Make sure your assignments are submitted by 11:55 p.m. E.D.T. on the day that they are due. Please see the late work policy outlined below. No late assignments will be accepted for grading without a documented excused absence.
7. All assignments are designed to reflect comprehension and application of the assigned learning activities. All responses should demonstrate a clear knowledge of the main concepts presented in the week's assigned materials and an ability to analyze and apply these concepts to the prompt.

Things you can expect from me:

1. I will open units at least 3 days before any graded work is due (all modules will open at the end of the day on the Friday before the module is scheduled).
2. I will have weekly assignments graded within 7 business days and exams/final projects within a maximum of 14 business days.
3. I will respond to emails and forum questions within 1 business day.
4. Regular and consistent feedback which will include:
 - Weekly announcements summarizing the module content, learning activities, and graded assignments for each module.
 - An opportunity to ask questions about the course in the Course Questions Forum, by email, or by Blackboard Messenger. Please see anticipated response time above.

- Feedback on assignments utilizing assignment rubrics, specific comments, and one to one meetings (when requested).

What to do if you have questions about the course

There are two ways to contact me if you have questions concerning this course.

1. If you have a general question (one that does not involve sharing personal information about yourself) that other students may also be asking, you should post your question to the course questions forum. I will answer via this forum, and you can also answer each other's questions as appropriate. Your question and our answer will be sent to everyone in the class. Some examples of the types of question you might post here are questions about assignments, letting us know an assignment or resource is not available, due dates, etc.
2. If you have a personal question that involves sharing personal information you should email your instructor directly at kelly1@umbc.edu. I will respond to your question via email.
3. If your problem is related to Blackboard, you must [submit an RT ticket](#), which will be addressed by the Technology Support Center (TSC) or instructional technology staff with Blackboard experience. You can access the RT request directly via <https://doit.umbc.edu/request-tracker-rt/doit-myumbc-blackboard/> or via the link available in the eLearning Resource section of the Start Here module or via the Request Help (RT) content area on our course homepage. Please be as detailed and descriptive as possible. Include your CourseID, screen captures or any error messages you receive.

Relevant Course Policies

Absences

While this is an asynchronous, online class it is important that you are 'present' i.e. participate regularly in our class and complete the assignments/activities each week of this semester. As with face to face classes, circumstances may occur that cause a student to be absent (i.e. unable to complete the assignments/activities) from class. For individual or very short-term absences, students should contact their instructors as soon as possible to determine a plan of action. In the event of an extended absence, the student should consult with their course instructor and academic advisor to explore options such as an incomplete grade or a course/term withdrawal. Students may refer to <https://registrar.umbc.edu/services/registration/information-about-withdrawal-and-absence/> for further information

Incomplete Grade

Students with extended absences near the end of a semester may consider requesting an incomplete grade from the course instructor under exceptional circumstances for course work that is qualitatively satisfactory but, for reasons beyond the student's control, cannot be completed by the end of the semester.

[Students may refer to <https://registrar.umbc.edu/services/registration/information-about-withdrawal-and-absence/>](https://registrar.umbc.edu/services/registration/information-about-withdrawal-and-absence/) for further information

Accessibility and Disability Accommodations, Guidance and Resources

Accommodations for students with disabilities are provided for all students with a qualified disability under the Americans with Disabilities Act (ADA & ADAAA) and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would create equal access for students when barriers to participation exist in University courses, programs, or activities.

If you have a documented disability and need to request academic accommodations in your courses, please refer to the SDS website at sds.umbc.edu for registration information and office procedures.

SDS email: disAbility@umbc.edu

SDS phone: (410) 455-2459

If you will be using SDS approved accommodations in this class, please contact me (instructor) to discuss implementation of the accommodations. During remote instruction requirements due to COVID, communication and flexibility will be essential for success.

Sexual Assault, Sexual Harassment, and Gender Based Violence and Discrimination

UMBC's Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination and Federal Title IX law prohibit discrimination and harassment on the basis of sex in University programs and activities. Any student who is impacted by sexual harassment, sexual assault, domestic violence, dating violence, stalking, sexual exploitation, gender discrimination, pregnancy discrimination, gender-based harassment or retaliation should contact the University's Title IX Coordinator to make a report and/or access support and resources:

Mikhel A. Kushner, Title IX Coordinator (she/her/hers)

410-455-1250 (direct line), kushner@umbc.edu

You can access support and resources even if you do not want to take any further action. You will not be forced to file a formal complaint or police report. Please be aware that the University may take action on its own if essential to protect the safety of the community.

If you are interested in or thinking about making a report, please see the Online Reporting Form. Please note that, while University options to respond may be limited, there is an anonymous reporting option via the online form and every effort will be made to address concerns reported anonymously.

Notice that Faculty are Responsible Employees with Mandatory Reporting Obligations:

All faculty members are considered Responsible Employees, per UMBC's Policy on Sexual Misconduct, Sexual Harassment, and Gender Discrimination. Faculty are therefore required to report possible violations of the Policy to the Title IX Coordinator, even if a student discloses something they experienced before attending UMBC.

While faculty members want encourage you to share information related to your life experiences through discussion and written work, students should understand that faculty are required to report past and present sexual assault, domestic and interpersonal violence, stalking, and gender discrimination that is shared with them to the Title IX Coordinator so that the University can inform students of their rights, resources and support.

If you need to speak with someone in confidence, who does not have an obligation to report to the Title IX Coordinator, UMBC has a number of Confidential Resources available to support you:

The Counseling Center: 410-455-2472 / After-Hours 410-455-3230

University Health Services: 410-455-2542

Pastoral Counseling via Interfaith Center: 410-455-3657; interfaith@umbc.edu

Other Resources:

Women's Center (for students of all genders): 410-455-2714; womenscenter@umbc.edu.

Shady Grove Student Resources, Maryland Resources, National Resources.

Child Abuse and Neglect:

Please note that Maryland law and UMBC policy require that I report all disclosures or suspicions of child abuse or neglect to the Department of Social Services and/or the police.

Pregnancy

UMBC's Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination expressly prohibits all forms of Discrimination and Harassment on the basis of sex, including pregnancy. Resources for pregnant students are available through the University's Office of Equity and Inclusion. Pregnant and parenting students are encouraged to contact the Title IX Coordinator to discuss plans and assure ongoing access to their academic program with respect to a leave of absence or return following leave related to pregnancy, delivery, or the early months of parenting.

In addition, students who are pregnant may be entitled to accommodations under the ADA through the Student Disability Service Office, and/or under Title IX through the Office of Equity and Inclusion.

Religious Observances & Accommodations

UMBC Policy provides that students should not be penalized because of observances of their religious beliefs, students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance, and as early as possible. For questions or guidance or to request an accommodation, please contact the Office of Equity and Inclusion at oei@umbc.edu.

Hate, Bias, Discrimination and Harassment

UMBC values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement.

Consistent with these principles, UMBC Policy prohibits discrimination and harassment in its educational programs and activities or with respect to employment terms and conditions based on race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

Students (and faculty and staff) who experience discrimination, harassment, hate or bias or who have such matters reported to them should use the online reporting form to report discrimination, hate or bias incidents; reporting may be anonymous.

Classroom Conduct

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Syllabus revision policy

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class [or by written or email notice][or by changes to this syllabus posted on the course website].

Learner Support

Detailed Student Support Services are outlined in the Start Here content area of our course on the Start Here with eLearning Resources page.

Summary of Assignments

Please see Blackboard for specific due dates/times.

- All assignments will be submitted by Blackboard. Please make sure you are familiar with the correct procedures for doing this. Instances of the submission of emailed. Incorrectly formatted, corrupt, or blank documents will be considered as non-submissions and a 0 awarded for the assignment.
- You should be sure to save copies of all assignments and papers for this course, as the risk of technological issues is high in a 100% online course.

On-Line Discussion Board Question Responses

There will be 10 opportunities to discuss questions posted on the “Discussion Board” (DB) on Blackboard. At the beginning of the designated week (Monday), the topic will become available on the Discussion Board and for some of the questions you should **submit at least one idea on the topic (which means starting a new thread) AND at least one response to another student’s comment(s)**. Both posts must be made by the end of the week (Sunday, 11:59pm) in which the question is posted. Failure to follow this format will result in decreased points (i.e., you must have both to be eligible for full credit). Your answers should be based on the class reading material for that week and reflect your own thoughts. Please attempt to re-visit your discussion post as other students will often post questions in response to your thread. The first DB post is an introduction to you. Note: 8 DB post assignments have a value of 10 points, 1 DB has a value of 5 points, and 1 DB post assignment has a value of 15 points. Complete all ten for a maximum of 100 points. **Late entries will be counted as 0 points.**

Written Assignments

There will be 3 opportunities to submit short written assignments as **WORD documents** to the “Assignment” section on Blackboard. These assignments will be posted a minimum of a week before they are due. You will need to submit your assignment by the due date. Two assignments have a maximum value of 100 points and one assignment has a maximum value of 200 points. Complete all three for a maximum of 400 points. **Late submissions will be counted as 0 points.**

Midterm and Final Exam

A midterm and final (non-cumulative) exam will be given. These exams may be true/false, multiple choice, short answer and/or essay questions or a short exercise. More information about the exam will be provided in advance. The exam will become available a few days before the due date. Complete both (at 100 points each) for a maximum of 200 points. **Late submissions will be counted as 0 points.**

No extra credit is offered for this course.

Grading Scheme

Activity	Points	% Course Grade
Weekly Activities	10 x 10 points each = 100	1.43 % each =14.3% total
Three Writing Assignments	2 X 100 = 200 1X200 = 200	14.3% each = 28.8% total 28.6%
Midterm Exam	100	14.3%
Final Exam	100	14.3%
TOTAL	700	100%

Grading Scale

Grades are determined by dividing the total points by 7.0 and applying the following scale:

A (90-100), B (80-89.9), C (70-79.9), D (60-69.9), F (<60)

Late Work Policy

Assignments will not be graded if submitted late – a 0 will be assigned for that assignment with the exception of a documented, excused absence. Excused, documented, verified absences: In cases of late work due to absences that would meet the criteria of absence accommodations please request Absence Verification. It is important that you notify Dr. Fitzgerald if you have a documented absence and will not be able to complete the assignments on time prior to the due date for that assignment. If you do not notify Dr. Fitzgerald as soon as possible after the missed submission, no accommodations will be made for absence i.e. a 0 will be entered for that assignment.

Course Schedule & Requirements:

As we move through the semester, use this map to help you locate countries and identify their current name-- <https://www.mapsofworld.com/world-map-image.html>

Resource: List of Countries (available on Bb under 'Required Reading')

Week 1: Welcome to AGNG 360, Getting Started, and Our Ageing World

Assignments:

- Explore course site on Blackboard
- Acquire required text and other resources as needed
- Readings:
 - Textbook: Whittington, Kunkel, & de Medeiros (2019) Review it to get a feel of how it is structured and what we will cover.
 - Textbook: Chapter 1
 - Review Chapter 1 PowerPoint
 - Review Website: Learn a little about the United Nations: <https://www.un.org/en/sections/about-un/overview/>
 - Review Website: Browse the different links found under the 'Ageing' theme on the DESA website: <http://www.un.org/en/development/desa/population/theme/ageing/index.shtml>
 - Review Website: Read the overview page on Ageing and browse the different hyperlinks found on the website: <http://www.un.org/en/sections/issues-depth/ageing/index.html>
- Respond to **Introduction Post and Discussion Board Question (1) (10 points)**

Week 2: The Study of Global Ageing

Assignments:

- Readings:
 - Textbook: Chapter 2
 - Two Essays at end of Chapter 2
 - Review Chapter 2 PowerPoint
 - Additional required reading to be announced on Blackboard
- Respond to **Discussion Board Question (2) (10 points)**

Week 3: Demographic Perspectives on an Ageing World**Assignments:**

- Readings:
 - Textbook: Chapter 3
 - Essay at end of Chapter 3.
 - Review Chapter 3 PowerPoint
 - Additional required reading to be announced on Blackboard
 - Respond to **Discussion Board Question (3) (10 points)**
 - Start Written **Assignment (1): "Population Ageing" (100 points)**
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Week 4: Ageing Environments**Assignments:**

- Readings:
 - Textbook: Chapter 4
 - Two Essays at end of Chapter 4.
 - Review Chapter 4 PowerPoint
 - Additional required reading to be announced on Blackboard
 - Complete and Submit Written **Assignment (1)**
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Week 5: Health Patterns and Behavior**Assignments:**

- Readings:
 - Textbook: Chapter 5
 - Two Essays at end of Chapter 5.
 - Review Chapter 5 PowerPoint
 - Additional required reading to be announced on Blackboard
 - Respond to **Discussion Board Question (4) (10 points)**
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Week 6: Health Care Systems**Assignments:**

- Readings:
 - Textbook: Chapter 6
 - Two Essays at end of Chapter 6.
 - Review Chapter 6 PowerPoint
 - Additional required reading to be announced on Blackboard
- Study for Mid-Term Exam
- Start **Assignment (2): “Age Friendly City” Due Week 10. (200 points)**

Week 7: Mid-Term Exam

Week 8: Long-Term Services and Support**Assignments:**

- Readings:
 - Textbook: Chapter 7
 - Two Essays at end of Chapter 7.
 - Review Chapter 7 PowerPoint
 - Additional required reading to be announced on Blackboard
- Respond to **Discussion Board Question (5) (10 points)**

Week 9: Older Workers**Assignments:**

- Readings:
 - Textbook: Chapter 8
 - Essay at end of Chapter 8.
 - Review Chapter 8 PowerPoint
 - Additional required reading to be announced on Blackboard
 - Watch Video “We’re Still Working” <https://vimeo.com/97903890>
 - Respond to **Discussion Board Question (6) (10 points)**
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Week 10: Retirement and Pensions**Assignments:**

Readings:

- Textbook: Chapter 9
 - Review Chapter 9 PowerPoint
 - Additional required reading to be announced on Blackboard
- Respond to **Discussion Board Question (7) (10 points)**
 - Complete and Submit **Written Assignment (2)**
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Week 11: Families**Assignments:**

- Readings:
 - Textbook: Chapter 10
 - Two Essays at end of **Chapter 10**.
 - Review Chapter 10 PowerPoint
 - Additional required reading to be announced on Blackboard
 - Respond to **Discussion Board Question (8) (10 points)**
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Week 12: Caregiving**Assignments:**

- Readings:
 - Textbook: Chapter 11
 - Essay at end of Chapter 11.
 - Review Chapter 11 PowerPoint
 - Additional required reading to be announced on Blackboard
 - Start **Written Assignment (3): "Reflection" Due Week 13 (100 points)**
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Week 13: World Religions and Ageing**Assignments:**

- Readings:
 - Textbook: Chapter 12
 - Two Essays at end of Chapter 12.
 - Review Chapter 12 PowerPoint
- Additional required reading to be announced on Blackboard
- Complete and Submit **Written Assignment (3)**

Week 14: Global Ageing and Global Leadership**Assignments:**

- Readings:
 - Textbook: Chapter 13
 - Two Essays at end of Chapter 13.
 - Review Chapter 13 PowerPoint
 - Additional required reading to be announced on Blackboard
- Website: <https://www.unecce.org/population/ageing.html>
- Respond to **Discussion Board Question (9) (10 points)**

Week 15: Reflection and Review**Assignments:**

- Additional required reading to be announced on Blackboard
- Website: <https://www.unecce.org/population/ageing.html>
- Prepare for Final Exam
- Respond to **Discussion Board Question (10) (10 points)**

Final Exam Week

Final Exam will be posted at beginning of week and due 5 days later.

Grading Rubrics

This course is designed to address UMBC's Functional Competency III: Critical Analysis and Reasoning and as such this competency is assessed in all assignments in relation to the three criteria below.

	Good	Satisfactory	Needs Improvement
Criteria			
Clear formulation of relevant questions and/or problems	Demonstrates good to very good clear formulation of relevant questions/problems.	Demonstrates some or fair formulation of relevant questions/problems.	Demonstrates very little or no clear formulation of questions and/or problems.
Gathers and assesses relevant information and comes to well-reasoned conclusions, evaluating them against relevant criteria.	Demonstrates good to very good assessment of relevant info, well-reasoned conclusions evaluated against relevant criteria.	Demonstrates some assessment of relevant info, well-reasoned conclusions evaluated against relevant criteria.	Demonstrates little or no assessment of relevant info and well-reasoned conclusions.
Thinks in an open mind, questioning assumptions	Demonstrates good to very good questioning of assumptions and open mindedness.	Demonstrates some questioning of assumptions and open mindedness.	Demonstrates little questioning of assumptions and/or open mindedness.

Discussion Forum Rubric

	Good	Satisfactory	Needs Improvement
The purpose of the response is clearly defined. Clear formulation of relevant questions and/or problems in relation to the discussion prompt	Demonstrates good to very good clear formulation of relevant questions/problems.	Demonstrates some or fair formulation of relevant questions/problems.	Demonstrates very little or no clear formulation of questions and/or problems.
Discussion includes well-reasoned conclusions with supporting evidence from the course materials with correctly formatted citations	Demonstrates good to very good assessment of relevant info, well-reasoned conclusions evaluated against relevant criteria.	Demonstrates some assessment of relevant info, well-reasoned conclusions evaluated against relevant criteria.	Demonstrates little or no assessment of relevant info and well-reasoned conclusions.
Thinks in an open mind, questioning assumptions – the discussion shows an understanding of the complexities and different perspectives in relation to the prompt	Demonstrates good to very good questioning of assumptions and open mindedness.	Demonstrates some questioning of assumptions and open mindedness.	Demonstrates little questioning of assumptions and/or open mindedness.
Mechanics of Writing	Submissions are grammatically correct, posts with rare misspellings, format is easy to read/ professional delivery. Correct citations provided.	An error (or few) in spelling and grammar and citations, yet overall format is clear.	Poor spelling and grammar in posts; format is extremely hard to read would be deemed as unprofessional documentation by common business standards.

Exam Short Answer Questions Rubric

	Good	Satisfactory	Needs Improvement
Short Answer Response			
The purpose of the response is clearly defined and addresses the question prompt in detail	Demonstrates good to very good clear formulation of relevant questions/problems.	Demonstrates some or fair formulation of relevant questions/problems.	Demonstrates very little or no clear formulation of questions and/or problems.
Response includes well-reasoned conclusions with supporting evidence from the course materials	Demonstrates good to very good assessment of relevant info, well-reasoned conclusions evaluated against relevant criteria.	Demonstrates some assessment of relevant info, well-reasoned conclusions evaluated against relevant criteria.	Demonstrates little or no assessment of relevant info and well-reasoned conclusions.
Thinks in an open mind, questioning assumptions – the discussion shows an understanding of the complexities and different perspectives in relation to the prompt	Demonstrates good to very good questioning of assumptions and open mindedness.	Demonstrates some questioning of assumptions and open mindedness.	Demonstrates little questioning of assumptions and/or open mindedness.

Written Assignments Rubric

	Good	Satisfactory	Needs Improvement
Criteria			
Clarity of Rationale for Paper	Rationale is clearly stated in the paper and main ideas are clearly related to the rationale for the paper	Rationale is ambiguous and/or is too broad.	Rationale is not stated at all in the paper.
Development of Ideas	<p>Main ideas are presented in a clear, organized, and logical manner throughout the paper.</p> <p>Examples and details supporting main ideas are directly and clearly related to main ideas consistently.</p> <p>Examples and details consistently provide strong support for main ideas.</p> <p>Consistently appropriate and smooth transitions among main ideas in the paper.</p>	<p>Main ideas are not presented in an organized, clear manner and consistently.</p> <p>Examples and details supporting main ideas are not consistently and directly related to main ideas.</p> <p>Examples and supporting details do not consistently provide support for main ideas</p> <p>Appropriate and smooth transitions among main ideas in the paper is present but not always consistent.</p>	<p>Main ideas are not clearly identified and presented or are presented in a haphazard, disorganized manner throughout much of the paper.</p> <p>There is consistently a dearth of details and examples that are clearly and directly related to the main ideas.</p> <p>There is consistently a dearth of details and examples providing solid evidence for main ideas.</p> <p>Very inconsistent appropriate and smooth transitions from one main idea to another.</p>

Proper grammar, vocabulary, sentence structure, spelling and punctuation.	Proper grammar, vocabulary, spelling, sentence structure, and punctuation is consistently used.	Overall, relatively good grammar, sentence structure, spelling, and punctuation used throughout the paper but at least some errors in at least one of these areas.	Very inconsistent use of proper grammar, spelling, sentence, sentence structure, and punctuation throughout the paper and/or numerous errors in at least one of these areas.
Inclusion of introduction and conclusion	<p>Clear introductory paragraph which briefly presents the topic of paper, the rationale for a discussion of the topic, and briefly presents the main ideas that will be discussed in the paper.</p> <p>Clear conclusion paragraph which briefly summarizes the main ideas in the paper and presents directions for future research and/or program or policy development related to the topic.</p>	<p>Lacks either an introductory OR conclusion paragraph OR:</p> <p>Includes an introduction but this lacks either a rationale for the paper or a brief presentation of the main ideas of the paper</p> <p>AND</p> <p>Includes a conclusion paragraph but this lacks either a brief summary of the main ideas of the paper or directions for future research and policy or program development related to the topic.</p>	Lacks both an introductory paragraph and a conclusion paragraph.