A life course perspective is used in this course to integrate the two very broad sociological concepts of families and aging within the context of North American culture. Topically, we will look at the diverse nature of families, intergenerational relations, sibling relations, divorce, remarriage, children, childlessness, and aging and family policy issues. Demographic data will reveal past trends and future predictions for the family. Gender, race, and social class will be used as well to gain a greater understanding of the content of the course. Students will leave this course with a sociological understanding of the concepts of family, aging, life course and how they can work together to bring us a new understanding of families in general and our own family in particular.

**REQUIRED TEXTBOOKS & MOODLE INFORMATION:**
- MOODLE is active for this course. You will find helpful information on our course MOODLE site.

**COURSE PROCEDURES AND REQUIREMENTS**

**REGULAR ATTENDANCE AND CLASS PARTICIPATION:** Bring both of the required texts to class. You are expected to attend class and participate. If you are not here, you are not participating. Attendance will be taken at the start of class. Those who are regularly present (not missing more than three classes) and contribute positively will earn 10 points. Those who are not present and/or do not contribute positively will earn something less than 10 points. If you anticipate an absence, be sure to save your absences. “Excused” absences (beyond three) are rare. Repeated tardiness will lower this grade as well. Participation is 10% of your final grade.

**EXAMS:** There will be three exams including the final. Exams are in class and closed book. I typically use outlines as I teach and you should consider these your “study guides.” There will be no “review session” but feel free to ask me questions about that which you do not understand. Exam questions may come from anything we do related to this class. They typically take the form of multiple choice and short answer. If you are present, take notes, read the assignments, and study, you will benefit greatly when it comes to exam time. The final is not comprehensive. *Make-up exams will only be given in the case of a documented death in the immediate family or extreme illness on your part (doctor’s note required). Arrangements for a make-up must be made PRIOR to missing the exam or a zero will be given for the exam. Make-up exams must be completed before returning to class.* Each exam is worth 20% of your final grade (60 points total).

**ARTICLE PRESENTATION:** Each student will participate in an in class presentation based on the required Price reader. Two to three 4134 students will work together. My plan is for 5134 students to present alone (it will depend on final numbers). The requirements for this are listed below. **YOU MUST BE PRESENT WHEN IT IS YOUR TURN TO PRESENT, NO EXCEPTIONS.** This is worth 10% of your grade (10 points).

**INTERGENERATIONAL RESEARCH:** Each student will conduct Intergenerational Research. The purpose of this is to give you the chance to gather and analyze observational data relevant to many of the concepts and issues we are discussing in class. You will use field research in order to integrate general principles studied and apply them to a specific family which you will study and interview. 5134 students will present their
research to the class. This “doing of sociology” will help bring to life the concepts and issues we will discuss in class. Full details are below. LATE PROJECTS WILL NOT BE ACCEPTED without a note from the Dean of Students. Early projects are welcomed. This is worth 20% of your final grade (20 points).

GRADING: Your final grade will be a result of your performance on your three exams (60 points), classroom presentation (10 points), Intergenerational Research project (20 points) and classroom participation (10 points). Students should not expect individual or final grades to be curved in any way. A perfect performance on everything earns you a total of 100 points. The following grading scale will be used:

- A = 100 to 90
- B = 89.9 to 80
- C = 79.9 to 70
- D/U = 69.9 to 60
- F = Below 60

CLASSROOM DECORUM: The University has several policies and procedures aimed at making each classroom a positive learning environment for each of us. These include but are not limited to:

- The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period (Policy Statement 104 10.s).

- All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: http://www.legal.uncc.edu/policies/ps-105.html.

- Students are expected to attend punctually all scheduled sessions in the courses for which they are registered and are responsible for completing the work from all class sessions (Undergraduate Catalog).

- The following conduct, or an attempt to engage in the following conduct, is subject to disciplinary action…interfering with normal University activities including, but not limited to teaching, studying, research, the expression of ideas… (Policy Statement 104 10.d).

PLEASE NOTE THE FOLLOWING FOR SUCCESS IN THIS CLASS:

1. Students using electronics, including laptops (unless taking notes), may be asked to leave class. See first bullet above.

2. **Academic dishonesty will not be tolerated!** See second bullet above.

3. **Do not arrive late or depart early unless it is an emergency - it is disruptive and disrespectful to **everyone **when you do so. If the classroom door is closed, you should assume that you are late and class has begun. If you must come in after the door is closed please do so with little disruption. If you must leave early, please inform Dr. Hancock ahead of time and sit close to the door. If you have a regularly occurring exceptional situation, please let Dr. Hancock know.** See third and fourth bullet above.

4. Please feel free to take advantage of my office hours and make appointments if necessary. I am available and happy to meet with you if you need me. Other than office hours, the best way to reach me is via email.

5. There will be no individual extra credit work. It is important to talk with me throughout the semester regarding your concerns so that you can successfully complete all of the required work.

6. Incompletes are unacceptable except for documented emergency related situations. UNCC policy states that you must be passing the class at the time of requesting the incomplete.
7. With rare exception do I accept late work. In most cases a note from the Dean of Students documenting your extenuating circumstances will be required. Plan ahead and well.

8. yourname@UNCC.edu email is an approved official means of communication between the University and students. I may, on occasion, contact individual students or the whole class via UNCC email. It is your responsibility to regularly check your UNCC email and be aware of its contents.

### TENTATIVE COURSE OUTLINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Introduction of course</td>
<td>Syllabus</td>
</tr>
<tr>
<td>January 14</td>
<td>Older Persons in a Family Context</td>
<td>Connidis Chapter 1</td>
</tr>
<tr>
<td></td>
<td>PRB: What’s a Household? What’s a Family</td>
<td>MOODLE</td>
</tr>
<tr>
<td></td>
<td>YOUTUBE: SO THAT’S A FAMILY</td>
<td>MOODLE</td>
</tr>
<tr>
<td>January 19</td>
<td>The Availability of Family Ties in Later Life</td>
<td>Connidis Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Families Across Time: A Life Course Perspective</td>
<td>Price Reading 1</td>
</tr>
<tr>
<td></td>
<td>Demographic Profile of 65+</td>
<td>MOODLE</td>
</tr>
<tr>
<td>January 21</td>
<td>Intimate Ties in Later Life</td>
<td>Connidis Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Intimate Partnerships</td>
<td>Connidis Chapter 4</td>
</tr>
<tr>
<td>January 26</td>
<td>finish: Intimate Partnerships</td>
<td>Connidis Chapter 4</td>
</tr>
<tr>
<td>January 28</td>
<td>Presentation: Cohabiting and Never Married Families ...</td>
<td>Price Reading 6</td>
</tr>
<tr>
<td></td>
<td>Creating Your Research Instrument (interview guide)</td>
<td>MOODLE</td>
</tr>
<tr>
<td>February 2</td>
<td>Presentation: Gay/Lesbian Families over the Life Course</td>
<td>Price Reading 4</td>
</tr>
<tr>
<td></td>
<td>VIDEO: GAY AND GRAY IN NY CITY (25 MINUTES)</td>
<td></td>
</tr>
<tr>
<td>February 4</td>
<td>EXAM I - late arrivals may not be permitted to take the exam</td>
<td></td>
</tr>
<tr>
<td>February 9</td>
<td>Presentation: Families in the Context of Communities Across Time</td>
<td>Price Reading 9</td>
</tr>
<tr>
<td></td>
<td>Presentation: Marital Relationships: A Life Course Perspective</td>
<td>Price Reading 7</td>
</tr>
<tr>
<td>February 11</td>
<td>Being Single in Later Life</td>
<td>Connidis Chapter 5</td>
</tr>
<tr>
<td></td>
<td>RESEARCH INSTRUMENT DRAFT DUE -- LATE INSTRUMENTS WILL RECEIVE A ZERO - Bring TWO copies of your interview questions!</td>
<td></td>
</tr>
<tr>
<td>February 16</td>
<td>Transitions in Marital Status: Widowhood, Divorce, and Remarriage</td>
<td>Connidis Chapter 6</td>
</tr>
<tr>
<td>February 18</td>
<td>Presentation: Divorced Families over the Life Course</td>
<td>Price Reading 2</td>
</tr>
<tr>
<td></td>
<td>Presentation: Remarried Families Over the Life Course</td>
<td>Price Reading 3</td>
</tr>
<tr>
<td>February 23</td>
<td>Exploring Intergenerational Relations</td>
<td>Connidis Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Presentation: Parent-Child Relations Across the Life Course...</td>
<td>Price Reading 14</td>
</tr>
</tbody>
</table>
March 2 Support and Exchanges Between Older Parents and Their Children Connidis Chapter 8

March 4 Film: What about Mom and Dad (60 minutes)  
Dr. Hancock at the Association for Gerontology in Higher Education meeting

March 9 & 11: ☺ SPRING BREAK ☺

March 16 Presentation: Health and Illness in Families Through the Life Cycle Price Reading 10  
Presentation: Caregiving Over the Life Course of Families Price Reading 11

March 18 Presentation: Family Economic Issues Across Time Price Reading 12

March 23 Exam II – late arrivals may not be permitted to take the exam

March 25 Childless Older Persons Connidis Chapter 9  
Grandparents and Grandchildren Connidis Chapter 10

March 30 finish: Grandparents and Grandchildren Connidis Chapter 10

April 1 Presentation: Family Life Education Over the Life Course Price Reading 15  
Presentation: Family Systems in Flux… Price Reading 16

April 6 The Impact of Divorce and Remarriage on Intergenerational Relations Connidis Chapter 11

April 8 Film: Caring for your Parents (90 minutes)  
Dr. Hancock at Southern Gerontological Society Meeting

April 13 Sibling Ties in Middle and Later Life Connidis Chapter 12

April 15 Life Transitions and Sibling Ties Connidis Chapter 13

April 20 Presentation: Religion and Families Over the Life Course Price Reading 13  
Presentation: Policy Issues and Families Over the Life Course Price Reading 17

April 22 Presentation: A Life Course Approach to Family Violence Price Reading 8  
Film: Elder Abuse Five Case Studies

INTERGENERATIONAL RESEARCH PROJECT DUE - late projects will not be accepted.

April 27 Research and Policy Issues and Directions Connidis Chapter 14

April 29 Graduate Students' presentations of projects

May 4 Graduate Students' presentations of projects

May 13 from 9:00-10:30 FINAL EXAM - note abbreviated exam time - do not arrive late to begin exam!
GUIDELINES FOR CLASSROOM PRESENTATION OF READINGS
This assignment is worth 10% of your final grade. Undergraduates (4134) will work in pairs or threes. Graduate students (5134) will hopefully work alone (depending on final course numbers). You will present to the class and facilitate a discussion based upon a reading from the Price Reader. Undergraduates need to meet with their partner ahead of time to discuss the article, understand it, and develop a plan for presenting it in an interesting manner to the class. All presentations should be @30 minutes - you will have approximately half of the class time the day you present.

When you or your group presents, the following must be addressed:

• What is/are the main point(s) of your article? You must be able to step back from the article and understand what makes this article unique in its presentation of material. What, generally, does this article try to get across that your other assigned readings do not address?

• What are the major theories and concepts addressed?

• Who is/are the author(s) and how do/does the author(s) “know what they know?” You may begin with, but must elaborate on the biographical information already given in the text.

• Do/does the author(s) debunk any commonly held myths? As you read the article, did anything make you say to yourself “gee, I thought or most people thought the opposite was true.”

• What is the relevance of this article to material already discussed in class?

• Do/does the author(s) suggest new areas for further research? Can you/your group think of any?

• Additionally, you must have a visual aid of some sort - a PowerPoint, the blackboard, posters, or anything else creative and informative. If you use PowerPoint bring a hard copy of your slides to Dr. Hancock the day you present. PowerPoints must use: at least 25 point font; no more than 6 bullet points per slide; no more than 5 words per bullet point; DO NOT READ YOUR SLIDES TO US. We can read, add your commentary. If you have jammed your slides full of copied information or you are reading your slides, it is a clue you do not fully understand the material

• Finally, you must facilitate at least 5 minutes of classroom discussion. This can take any form you like as long as you are able to produce an interactive format with your peers. You may consider the use of the discussion questions already provided at the end of the reading. However, you will be responsible for getting the class involved in the discussion.

PARTNER INFORMATION: Those working with other students should not “divide and conquer.” In other words, you will need to meet with each other ahead of time and work out your presentation/discussion so that it is coherent, informative, well planned, and complete. Presentations that are not well graded accordingly. Those working in pairs will be asked to evaluate each other and themselves on cooperation, knowledge, preparedness, and overall contribution to the assignment effort. Partner evaluations will be taken into account in determining individual presentation grades. Each partner will evaluate their own contributions as well as their peers’ The evaluation form is found on MOODLE.

Students are required to touch base with Dr. Hancock by the class period before the presentation is due. If you are absent the day your group presents, you will receive a zero for your grade on this project. This will drop your final grade by one full letter grade. If you anticipate your partner won’t pull his or her fair share, be prepared to give the presentation anyway. Each presentation must be complete to receive full credit.
INTERGENERATIONAL RESEARCH REQUIREMENTS

This is a qualitative research project and is worth 20% of your final grade. Select a family in which you can study members from three different generations. Surveying only one side of your family (maternal or paternal) will make comparisons across generations easier. You are encouraged to use your own family, but any family will do. You will develop an interview guide which will help you answer questions of interest you may have regarding your family. Start thinking of what interests you about your family now. Except for the fact sheets, everyone’s interview guide will be different. You will be looking for similarities and differences across the generations as well as changes in individual’s lives over time.

GENEALOGY REQUIREMENTS:

- Create a family tree of your researched family including for each member a birth date, marriage/divorce dates, and death dates (where relevant). Dates are very important as they will help you locate your family members’ experiences in historical time.
- Your family tree should indicate how the members are related to one another and include as many generations on which you can fairly easily obtain information. No fewer than the three generations you are studying should be included.

PREPARING FOR THE INTERVIEW:

FACT SHEET REQUIREMENTS:

- Prepare a fact sheet for each subject interviewed to gather information on: birthday, birthplace, current place of residence, religion, marital status, political affiliation, occupation, education, social class (upper, middle, working, etc.), hobbies, and other interesting data. This will provide useful data for your analysis of generational differences and similarities.

DEVELOPING YOUR INTERVIEW SCHEDULE

- We will spend time in class discussing the development of this. Begin now to think about topics which interest you. Limit yourself to one topic with possible sub-topics. You will be amazed how much information you can gather in qualitative research.
- Your final interview schedule is to be generated by you based upon what you are interested in learning.
- Basic areas of inquiry could include but are not limited to:
  - Childhood including discipline, sibling relationships, parents working, standard of living, expectations of children, allowance, leisure time, etc.
  - Dating, coupling, divorce, and/or wedding arrangements.
  - Work including types and impact of work roles on other family members.
  - Intergenerational inter-dependencies, ambivalences and caregiving expectations/experiences.
  - Sensitive information should be avoided in this project.
- A draft of this is due February 11. Late drafts will lose considerable credit.

CONDUCTING THE INTERVIEW TO GATHER YOUR DATA:

- **YOU MUST** obtain a signed informed consent form from each interviewee. A blank is attached.
- Interview each of the three individuals you select (one at a time) to gather data relevant to the genealogy requirements, the fact sheet, and your interview schedule. Audio or video tape record the interview if you prefer, but only with the subjects’ permission.

ANALYZING THE DATA YOU GATHER

- Consider all of the data you have collected (genealogy, fact sheet, and interview schedule data).
- Read over your interview notes and listen to your recorded tapes to see what you have learned from your interviewed family. Use the concepts and theories we have studied in class to help you make sense of these
data. Identify patterns, differences, inconsistencies, etc. Think of your original questions. Did you find answers to them? Did you think of new unanswered questions which could be the basis of future research?

- **4134 students** should relate their findings to course content (texts and classroom discussion) with the use of proper APA format references. This will provide evidence of your understanding of course content.
- **5134 students** should relate their findings to course content as well as a minimum of 5 outside (i.e., not mentioned in class) scholarly resources (all properly referenced with APA formatting). Popular press publications are not appropriate. Scholarly books and/or refereed journal articles are appropriate.

**WRITING THE REPORT:**

- As you type your report, do not simply type up the responses of your subjects! Your report will make more sense if you organize your data analysis by topic not by generation, so approach your writing in this way.
- Qualitative research requires the use of direct quotations as supporting evidence. When including quotations which are over 2 lines, indent and single space each.
- Your paper must be typed using 12 point standard font, 1 inch margins, double spacing (except for direct quotations) and black ink.
- All references and bibliographic information must be properly cited using APA style.
- **4134 students** should produce a project ranging from 8-10 pages, not including appendices and title page.
- **5134 students** should produce a project ranging from 12-15 pages, not including appendices and title page.
- Place final projects securely and neatly in a folder with your name on it.
- **THE FOLLOWING WILL NOT BE ACCEPTED:** late projects, projects on disk, projects via email, or partially completed projects.

**CONCLUSIONS** are a very important part of the report.

- Your conclusions should be based on your observations and what your subjects tell you during the interview process. If there are differences of opinion between the generations, your task as a social scientist is not to judge, but to analyze the “social forces” that operate to produce these differences. In other words, simply ask yourself why you think these differences are found and use your course knowledge to try to answer that. In your conclusions your job is to address the following three important questions:
  1. How has the family changed over the life cycle?
  2. What differences exist between generations?
  3. What similarities persist through the generations?
- In this section, you should use sociological concepts and theories, as we will discuss in class, to help you understand and explain your findings.

**YOUR FINAL PRODUCT SHOULD INCLUDE EACH OF THE FOLLOWING:**

1. Title Page
2. Table of Contents
3. The main part of your written project including relevant literature, presentation of findings, analysis of findings, and conclusions.
4. Complete bibliography. Do not include in this anything that was not used as a reference in the body of the work.
   - Undergraduate students must use course content with proper references
   - Graduate students must use a minimum of 5 outside sources as well as course content with proper references.
5. Appendices with:
   a. Signed copies of all informed consent forms (blank provided by Dr. Hancock)
   b. A clean copy of your interview instrument
   c. Fact sheets from each interviewed subject

CONTINUED...
GRADING: You will be graded on your ability to:
1. Prepare research
2. Conduct research
3. Analyze research
4. Report research.

GRADUATE STUDENT PRESENTATIONS:
- 5134 (graduate) students will present their research to the class as part of their course requirements.
- Each presentation should be close to, but no more than 20 minutes. Details will be given later.
- All students are expected to attend. Exam questions may come from these presentations.

---

**SOCY/GRNT 4134/5134 BIO-CARD**

PLEASE WRITE THE FOLLOWING ON THE FRONT (ONLY) OF A 5X8 INDEX CARD

Name: __________________________
Preferred Name: __________________
Age(ish): ________________________
Year in School: __________________
Other Gerontology classes taken: ____________________________
Other Sociology Classes taken: ____________________________
Major(s): ________________________
Minor(s): ________________________
Any Gerontology related work experience?
What about the study of aging interests you the most?

PLEASE KEEP THE BACK OF YOUR CARD BLANK FOR INSTRUCTOR PURPOSES

My Photograph: __________________