



SW 616: Adulthood and Aging  
Winter 2015

SYLLABUS

Note: This syllabus may be modified. Students will be informed in advance of any changes.

**When and Where:** Mondays, 2:00-5:00 Rm. 3816 SSWB

**Instructor** William Cabin, PhD, JD, MSW, MPH      **Phone (201) 566-1253**

**Office Hours:** By appointment      **Email:** [williamcabin@yahoo.com](mailto:williamcabin@yahoo.com) or [wcabin@umich.edu](mailto:wcabin@umich.edu)

**Required Text and Readings**

**Required Text**

Harry Moody & Jennifer Sasser (2014; 2012) *Aging: Concepts and Controversies*; **8th or 7<sup>th</sup> edition.** Sage Publications. Thousand Oaks, CA.

**Readings**

Readings listed on syllabus are available either through UM library online or through google scholar; others are available by topic heading on our course website on CTools.

**The School of Social Work is making an earnest attempt to “go digital”.  
If possible please bring a laptop or other computing device to each class.**

**Course Description:**

This course will examine psychosocial development and change across the adult lifespan. The focus will be on how various psychological factors influence development and change, as well as the impact of social factors on development and change in family and work roles from adulthood through old age. Special attention will be placed on similarities and differences in adult development and change related to an individual's position in society, including diverse dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. **Due to the structure of the course, there may be some overlap with other gerontology courses in topics, readings, or other content.**

**Extended Description:**

This course offers a thorough introduction to the study of adulthood and aging, often identified by the term Gerontology, which will adequately prepare you for further study in this field. You will have an opportunity to narrow your focus of interest after surveying the various areas of specialty available to gerontologists. You will acquire a much keener appreciation for the roles, status and perception of both the aging process and older adults in our society.

**COURSE CONTENT AND DESIGN**

This course provides students with an introduction to and comprehensive overview of the multi-disciplinary field of Gerontology (with emphasis on social work practice). Substantive, conceptual, and methodological issues central to the study of adult development and aging are explored through collaborative learning opportunities (round-table discussions, group presentations and projects), on-going reading and journaling, and formal learning projects. Particular attention is given to the following topics: the origins and intent of Gerontology as an academic field and professional practice; aging demographics; cross-cultural perspectives; multi-disciplinary theoretical approaches; ageism and age stereotypes; economics and aging; social policies and programs; mid- and late-life transitions; diversity and aging; bio/psycho/social/spiritual aspects of aging; and health and illness in later life. **Due to the structure of the course, there may be some overlap with other gerontology courses in topics, readings, or other content.**

**LEARNING OUTCOMES:**

As a result of participating fully in this course you can expect to:

- Understand the adult development and aging process through a multidisciplinary lens;
- Become familiar with issues and concepts central to the study of adult development and aging;
- Understand the basic social, psychological, and biophysical changes that occur as part of the human aging process;
- Understand the basic political and economic issues of old age;

- Recognize the importance of social, cultural, and historical context in understanding the aging experience;
- Recognize the variability of individual aging experiences due to gender, race/ethnicity, class, and other factors contributing to diversity and difference;
- Develop a provisional understanding of traditional and contemporary theories of adult development and aging;
- Gather information about potential career, learning, and service opportunities in Gerontological Social Work and the larger field of Gerontology;
- Demonstrate your ability to use scholarly literature from multiple disciplines in order to examine a Gerontological problem or topic.

### **RELEVANCE OF THE COURSE TO CSWE COMPETENCIES AND PRACTICE BEHAVIORS**

All course and field work in the MSW program revolves around social work competencies and practice behaviors associated with these competencies. At the end of the syllabus you will find a document developed by CSWE that lists the competencies that students in all MSW programs are expected to attain by the time they receive their degrees. Each competency is followed by a sampling of practice behaviors associated with the competency.

**These are the competencies that are most pertinent to SW 616:**

#### Competency Related to Multiculturalism & Diversity:

Students will examine the ways in which the diverse dimensions affect individuals and small social systems. Emphasis will also be placed on the processes of oppression, privilege, and discrimination, as well as the factors that help people and small social systems to change.

#### Competency Related to Social Justice:

Students will analyze selected theories in terms of the factors and processes that either promote social justice and change or help to perpetuate inequities and problems.

#### Competency Related to Promotion, Prevention, Treatment & Rehabilitation:

Students will learn about social problems, as well as the spectrum of interventions and supportive rehabilitation currently used to alleviate these problems.

#### Competency Related to Behavioral and Social Science Research:

Students will critically analyze relevant theories of human behavior, human development, families and small groups, and individual and small system change through the life course. The research supporting these theories will provide a foundation for the content in this course.

Competency Related to Applying Social Work Ethical Principles to Guide Professional Practice:

As human development throughout the life course is so profoundly impacted by environmental and social conditions, this course will emphasize the critique and evaluation of various developmental theories from a multicultural perspective and a social justice perspective. This course will also consider potential ethical dilemmas may arise for social workers working with individuals, families, and small groups. The impact of social conditions and social policy and the need for macro and micro intervention to improve the lives of clients will also be addressed.

A major goal of this course is to help you discover the practice behaviors associated with these competencies.

**COURSE REQUIREMENTS**

Academic Conduct and Integrity

Please see the Student Code of Academic and Professional Conduct in the current Student Guide to the Master's in Social Work Degree Program for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

Attendance and Participation

Class participation, as evidenced by your regular attendance and active participation in class discussions, exercises, and other activities, will count for 15% of your grade. Attendance at all classes is required. Please let me know in advance if there is an urgent situation and you must miss a class or part of a class. More than two absences from a class or part of a class may result in a lower grade. If a class is missed you are responsible for obtaining lecture notes and handouts from your classmates. **In this class it is CRITICAL that you complete the assigned readings prior to class each week and to be prepared to discuss them in class.** In consideration of your classmates, please arrive on time and remember to turn off your cell phone. Please do not text-message, read your e-mail, surf the Internet, etc. during class. Use of computing devices in class is solely to access our SW 616 CTools site or other sites related to in-class assignments.

Accommodations for Students with Disabilities

If you need accommodation for a disability or other special need, please let me know so that we can work out the necessary arrangements. These arrangements will be specified in a written

document (this is the student's responsibility) This information will be kept strictly confidential. For more information and resources, please contact Services for Students with Disabilities.

### Religious Observances

Please notify me if religious observances conflict with class or due dates for assignments so that we can make appropriate arrangements.

### Class Structure, Assignments, and Grading

**Class Structure and Assignments.** Typically each week we'll have some combination of lecture based on a section of the text (Moody and Sasser, 2012 or 2014), small group discussion of the readings, in-class projects, and full-class discussion. Discussion and in-class projects are meant to help highlight the core constructs and their implications (i.e., competencies and practice behaviors), and these constructs will link and build from one week to the next. The goal is to create an active learning context in which each week's content is actively linked to prior content.

***Class emphasis will be on discussion and class activity; lectures will not exceed one-hour of class time, unless otherwise specified.***

### Grading.

***Policy Brief (Individual Assignment):*** Students will analyze a current social policy affecting older adults and their families, and write a policy brief that could be presented to a legislative or administrative decision-maker in city, state, or federal government. These papers are to help students a) define a social problem and its impact on older adults and society at large; b) describe and critically analyze the social policies that are intended to address this problem; and c) develop and present policy recommendations as to how the policies might be improved in order to resolve the social problem. Further instructions will be discussed in class. Further guidance will be provided in class and through the CTOOLS posting from Stanford Law School on policy memos (**30% of grade**; Topic selection due to Dr. Cabin for prior approval by no later than January 26<sup>th</sup>; Mandatory ungraded draft due March 2; final due by email by no later than April 19<sup>th</sup>).

***Literature Review-based Paper and Presentation (Group Assignment – Groups of 3 Students):*** students will organize in groups of three beginning on January 12<sup>th</sup> to select an aging-related practice effectiveness question (PEQ) as the basis of this assignment. Further guidance on the assignment will be presented in class by reviewing the outline posted on CTOOLS. Students will be asked to form groups in the first class, January 12<sup>th</sup>; obtain prior approval of their PEQ from Dr. Cabin by no later than January 26<sup>th</sup>; and select their presentation date (either 4/5 or 4/12- three groups per date only) by January 26<sup>th</sup>. Papers will be due no later than April 19<sup>th</sup> by email. Presentations will be one hour per group, including Q & A. A grading rubric for the presentation is provided on CTOOLS. (**40% of grade**)

***Critical Analysis of a Peer-Reviewed Article (Individual Assignment):*** By no later than January 26<sup>th</sup> (by email or handing in a selection on paper hardcopy in class to Dr. Cabin), each student will select a first and second choice article either from the syllabus or other resource headings/subsections on the CTOOLS site to critique in 15-30 minute power-point presentation

(including Q &A) in class. Students are encouraged to structure their presentations not only to present the article summary and critique, but to create interactive class discussion. BE CREATIVE! Selections will be on a first-come, first-served basis. Every effort will be made to give students their first choice article; if not, their second choice. Dr. Cabin will compile a final list of presentations after January 26<sup>th</sup>. Presentations will start no earlier than February 9<sup>th</sup>. Guidelines appear on CTOOLS. **(15% of grade)**

***Class Attendance and Participation (Individual Assignment):*** This grade component will be based on attendance and active participation in response to individual and group presentations by your peers, and any other small-group, in class assignments. **(15% of grade)**

### Letter Grading

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguish the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

## **COURSE CALENDAR AND READING ASSIGNMENTS**

This schedule is preliminary; any changes in the topics or reading assignments will be announced in class and on CTools.

### **Session 1: Jan. 12**

#### **Introduction and Overview**

- Intent and design of course: learning outcomes, syllabus and learning projects; detailed assignment review
- Time for group formation (groups of 3, unless course registration changes)and initial meeting (see syllabus)
- Students may submit their individual article review assignment selections to Dr. Cabin (see syllabus)

#### **Reading Assignment**

Pages 1-25 in Moody and Sasser

Barbara J. Berkman. Seizing Interdisciplinary Opportunities in the Changing Landscape of Health and Aging: A Social Work Perspective The Gerontologist (2011) 51(4): 433-440 first published online June 23, 2011 doi:10.1093/geront/gnr063

Kenneth F. Ferraro. Is Gerontology Interdisciplinary? J Gerontol B Psychol Sci Soc Sci (2007) 62(1): S2

**Session 2: Jan. 19      No Class (MLK Day)**

**Session 3: Jan. 26      Group PEQ topics, Individual Policy Brief Topics, & Individual Article selections due to Dr. Cabin for prior approval)**

**Central Concepts and Theoretical Perspectives in Gerontology**

- The Life-course perspective on aging
- Multiple-domains and definitions of aging
- Key concepts and theories in the study of aging

**Does Old Age Have Meaning?**

- The Meaning of Age
- Leisure Activities in Later Life
- Religion and Spirituality
- Social Gerontology and the Meaning of Age
- Activity or Reflection?

**Reading Assignment**

Pages 27-50 in Moody and Sasser

Elderly Mobility and Mobility Outcomes: Households in the Later Stages of the Life Course Clark, W.A.V., Davies, Suzanne  
Research on Aging, Dec 1990; vol. 12: pp. 430-462

Social Relationships and Mortality Among the Elderly Sabin, Edward P. Journal of Applied Gerontology, Mar 1993; vol. 12: pp. 44-60  
Utility of the Life Course Perspective in Research With Mexican American Caregivers of Older Adults

Bronwynne C. Evans, Neva Crogan, Michael Belyea and David Coon  
DOI: 10.1177/1043659608325847

*J Transcult Nurs* 2009 20: 5 originally published online 9 October 2008  
<http://tcn.sagepub.com/content/20/1/5>

Faith, Aging, and Dementia: Experiences of Christian, Jewish, and Non-Religious Spousal Caregivers and Older Adults

Stuckey, Jon C.

*Dementia*, Oct 2003; vol. 2: pp. 337-352

Selected Social Gerontology Theories and Older Adult Leisure Involvement: A Review of the Literature

Howe, Christine Z.

*Journal of Applied Gerontology*, Jan 1987; vol. 6: pp. 448-463

Leisure Activities and Quality of Life among the Oldest Old in Sweden  
Silverstein, Merrill, Parker, Marti G.  
*Research on Aging, Sep 2002; vol. 24: pp. 528-547*

Reconsidering Successful Aging: A Call for Renewed and Expanded  
Academic Critiques and Conceptualizations

Heather E. Dillaway and Mary Byrnes  
*Journal of Applied Gerontology December 2009 vol. 28 no. 6 702-722*  
<http://jag.sagepub.com/content/28/6/702>

Successful Aging: Selected Indicators in a Southern Sample

Meredith Troutman Flood, Mary A. Nies, and Dong-Chul Seo  
*Home Health Care Management Practice February 2010 vol. 22 no. 2 111-115*  
<http://hhc.sagepub.com/content/22/2/111>

#### **Session 4: Feb. 2**

#### **How and Why Our Bodies Grow Old**

- The Process of Biological Aging
- Biological Theories of Aging
- Is Aging Inevitable?
- Ways to Prolong the Life Span
- Environmental Approach
- Genetic Approach
- Compression or Prolongation of Morbidity?

#### **Reading Assignment**

Pages 53-91 in Moody and Sasser

Autoimmunity and geriatrics: clinical significance of autoimmune manifestations in the elderly

Ramos-Casals, M, Garcia-Carrasco, M, Brito, M P, Lopez-Soto, A, Font, J  
*Lupus, May 2003; vol. 12: pp. 341-355*

Ageing Contested: Anti-ageing Science and the Cultural Construction of Old Age  
Vincent, John A.

*Sociology, Aug 2006; vol. 40: pp. 681-698*

When Does Aging Begin?

Hayflick, Leonard

*Research on Aging, Mar 1984; vol. 6: pp. 99-103*



Regenerative Medicine's Immortal Body: From the Fight against Ageing to the Extension of Longevity

Céline Lafontaine

*Body Society* December 2009 vol. 15 no. 4 53-71

<http://bod.sagepub.com/content/15/4/53.full.pdf+html>

**Session 5: Feb. 9**

**Earliest Date for Individual Article Critiques to Begin**

**Does Intellectual Functioning Decline with Age?**

- Elements of Cognitive Function
- The Classic Aging Pattern
- Measures of Late-Life Intelligence
- Studies of Age and Cognitive Function
- Correlates of Cognitive Stability
- Creativity in an Aging Population

**READINGS**

Pages 93-128 in Moody and Sasser

A Review of Aging and Cognitive Processes

Woodruff, Diana S.

*Research on Aging*, Jun 1983; vol. 5: pp. 139-153

Apprehension, Memory, and Fluid Intelligence Decline in Adulthood.

Horn, John L., Donaldson, Gary, Engstrom, Robert

*Research on Aging*, Mar 1981; vol. 3: pp. 33-84

The Narrative Complexity of Our Past : In Praise of Memory's Sins

William L. Randall

*Theory Psychology* 2010 20: 147

<http://tap.sagepub.com/content/20/2/147>

**Session 6: Feb. 16**

**Intro to Aging, Health Care, and Society**

- The Challenge of Longevity
- Epidemiology of Aging
- Economics of Health Care
- Long-Term Care
- Self-Determined Death

**Should We Ration Health Care for Older People?**

- Precedents for Health Care Rationing
- The Justification for Age-Based Rationing

- Rationing as a Cost-Saving Plan
- The Impetus for Rationing
- Cost Versus Age
- Alternative Approaches to Rationing
- Euthanasia and Assisted Suicide
- The Debate Over Age-Based Rationing

### **Reading Assignment**

Pages 129-195 in Moody and Sasser

Old Age, New Technology, and Future Innovations in Disease Management and Home Health Care

Coughlin, Joseph F., Pope, James E., Leedle, Ben R., Jr.

*Home Health Care Management Practice*, Apr 2006; vol. 18: pp. 196-207

The Aging of the Population and Health Services

Vladeck, Bruce C., Firman, James P.

*The ANNALS of the American Academy of Political and Social Science*, Jul 1983; vol. 468: pp. 132-148

Assessing the Impacts of Community-Based Health Care Policies and Programs for Older Adults. Wan, Thomas T. H., Ferraro, Kenneth F.

*Journal of Applied Gerontology*, Mar 1991; vol. 10: pp. 35-52

Familial Transmission of Human Longevity Among the Oldest-Old in China

Danzhen You, Danan Gu and Zeng Yi

*Journal of Applied Gerontology* 2010 29: 308

<http://jag.sagepub.com/content/29/3/308>

Older People's Reasoning About Age-Related Prioritization in Health Care

Werntoft, Elisabet, Hallberg, Ingalill R, Edberg, Anna-Karin

*Nursing Ethics*, May 2007; vol. 14: pp. 399-412

Age-Based Rationing in the Allocation of Health Care

Dey, Ian, Fraser, Neil

*J Aging Health*, Nov 2000; vol. 12: pp. 511-537

Opening the Black Box of Rationing Care in Later Life: The Case of 'Community Care' in Britain

Mary Simms

*J Aging Health* 2003 15: 713

<http://jah.sagepub.com/content/15/4/713>

**Session 8: March 2  
(email)**

**No Class; Mandatory DRAFT Policy Brief Due Dr. Cabin**

**Session 9: March 9**

**Should Families Provide for Their Own?**

- Aging and the American Family
- Abandonment or Independence?
- Medicaid and Long-Term Care
- Financing Long-Term Care
- Medicaid Planning

**Reading Assignment**

Pages 197-231 in Moody and Sasser

Access to Health Care for Older Persons in the United States: Personal, Structural, and Neighborhood Characteristics

Auchincloss, Amy H., van Nostrand, Joan F., Ronsaville, Donna  
*J Aging Health, Aug 2001; vol. 13: pp. 329-354*

Medicaid's Effect on the Elderly: How Reimbursement Policy Affects Priorities in the Nursing Home. Abend-Wein, Marjorie. *Journal of Applied Gerontology, Mar 1991; vol. 10: pp. 71-87*

Home Health Care and Medicaid: The Challenge Ahead

Handy, Joanne. *Home Health Care Management Practice, Aug 2004; vol. 16: pp. 389-392*

Monin, J. M., & Schulz, R. (2009). Interpersonal effects of suffering in older adult caregiving relationships. *Psychology and Aging, 24*, 681-695.

Pinquart, M., & Sörensen, S. (2006). Helping caregivers of persons with dementia: Which interventions work and how large are their effects? *International Psychogeriatrics, 18*, 577-595.

**Session 10: March 16**

**Should Older People Be Protected From Bad Choices?**

- The Vulnerabilities of Older People
- Interfering When People Make Bad Choices
- Elder Abuse and Neglect
- Perceptions of Quality of Life
- Sexuality in Later Life
- Crime and Older Adults
- Intervention in the Lives of Vulnerable Older Adults

### Reading Assignment

Pages 233-259 in Moody and Sasser

Perceptions of Elderly Self-Neglect: A Look at Culture and Cohort  
Filippo, Sylvia Marie San, Reiboldt, Wendy, White, Barbara, Hails, Judy  
*Family and Consumer Sciences Research Journal*, Mar 2007; vol. 35: pp. 215-231

The Clinical Presentation of Elder Neglect: What We Know and What We Can Do  
Strasser, Sheryl M., Fulmer, Terry  
*Journal of the American Psychiatric Nurses Association*, Jan 2007; vol. 12: pp. 340-349

Mexican American Elderly: Self-Reported Anxiety and the Mediating Influence of Family Protective Factors  
Merranda R. Marin and Charles H. Huber  
*The Family Journal* 2011 19: 63  
<http://tfj.sagepub.com/content/19/1/63>

#### **Session 11: March 23**

#### **End of Life Issues**

- Depression and Suicide
- The “Right to Die”
- End of Life Decision Making
- Bereavement

### Reading Assignment

Pages 261-290 in Moody and Sasser

Euthanasia Attitudes of Older Persons: A Cohort Analysis  
Leinbach, Raymond M. *Research on Aging*, Dec 1993; vol. 15: pp. 433-448

Ditto, P. H., Danks, J. H., Smucker, W. D., Bookwala, J., Coppola, K. M., Dresser, R. et al. (2001). Advance directives as acts of communication: A randomized controlled trial. *Archives of Internal Medicine*, 161(3), 421-430.

Robinson, R. (2010). Registered nurses and moral distress. *Dimensions of Critical Care Nursing*, 29(5), 197-202.

Song, M-K., Ward, S.E., Denne, H., Happ, M. B., Piraino, B., Donovan, H. S., Shields, A-M., & Connolly, M. C. (2009). Randomized controlled trial of SPIRIT: An effective approach to preparing African American dialysis patients and families for end-of-life. *Research in Nursing & Health*, 32, 260-273.

Laidlaw & Knight Ch 12 (pp. 287-310)  
Gallagher-Thompson, Dupart, Liu, Gray, Eto, & Thompson. *Assessment and treatment issues in bereavement in later life*.

Shear, K., Frank, E., Houck, P., & Reynolds, C. (2005). Treatment of complicated grief. A randomized controlled trial. *Journal of the American Medical Association*, 293(21), 2601-2608.

**Session 12: March 30**

**POLICY ISSUES**

**A. Intro to Social and Economic Outlook for an Aging Society**

- The Varieties of Aging Experience
- The Economic Status of Older Americans
- Public Policy on Aging

**Reading Assignment**

Pages 293-324 in Moody and Sasser

Gender, Social Class, and the Subjective Experience of Aging: Self-Perceived Personality Change From Early Adulthood to Late Midlife

Miner-Rubino, Kathi, Winter, David G., Stewart, Abigail J.  
*Pers Soc Psychol Bull*, Dec 2004; vol. 30: pp. 1599-1610

Race, Aging, and Functional Health

Clark, Daniel O., Maddox, George L., Steinhauer, Karen  
*J Aging Health*, Nov 1993; vol. 5: pp. 536-553

Older Women and 'Frailty' : Aged, Gendered and Embodied Resistance

Amanda Grenier and Jill Hanley

*Current Sociology* 2007 55: 211

<http://csi.sagepub.com/content/55/2/211>

**B. Should Age or Need Be the Basis for Entitlement?**

- A Tale of Two Generations
- Generational Equity
- Poverty Among the Old
- Poverty Among Children and Young People
- The Dependency Ratio
- Taxation and Generational Accounting
- Power and Competition for Scarce Resources
- The Least-Advantaged Older Adults
- Help for Those Most in Need
- The Targeting Debate

### **Reading Assignment**

Pages 325-364 in Moody and Sasser

Reconsidering the Divergence between Elderly, Child, and Overall Poverty Brady, David  
*Research on Aging, Sep 2004; vol. 26: pp. 487-510*  
<http://roa.sagepub.com/content/26/5/487>

Poverty Among Rural Elders: Trends, Context, and Directions for Policy  
Glasgow, Nina  
*Journal of Applied Gerontology, Sep 1993; vol. 12: pp. 302-319*

### **C. What Is the Future for Social Security?**

- Main Features of Social Security
- Success—and Doubt
- Pay as You Go
- Social Security Trust Fund
- Eligibility
- Privatization
- Women and Social Security
- Debate over Social Security

### **Reading Assignment**

Pages 365-399 in Moody and Sasser

Social Security Reform: Another Look at the Facts  
Abdnor, Leanne J.  
*Compensation Benefits Review, Sep 1998; vol. 30: pp. 43-55*

Social Security Reform: Start With the Facts  
Patterson, Martha Priddy  
*Compensation Benefits Review, Sep 1998; vol. 30: pp. 42-51*

Social Security Reform: Options for the Future  
Quinn, Joseph F.  
*Journal of Applied Gerontology, Jun 2002; vol. 21: pp. 257-272*

Neoliberalism and Postmodern Cultures of Aging Larry Polivka  
*Journal of Applied Gerontology 2011 30: 173*  
<http://jag.sagepub.com/content/30/2/173>

### **D. Is Retirement Obsolete?**

- History of Retirement
- Origins of Late-Life Leisure
- Changes in the American Economy
- A New View of Retirement
- Debate Over Retirement Policy

### Reading Assignment

Pages 401-439 in Moody and Sasser

Retirement Satisfaction for Retirees and their Spouses: Do Gender and the Retirement Decision-Making Process Matter?

Smith, Deborah B., Moen, Phyllis

*Journal of Family Issues*, Mar 2004; vol. 25: pp. 262-285

Health Status, Retirement Plans, and Retirement: The Kaiser Permanente Retirement Study

Midanik, Lorraine T., Soghikian, Krikor, Ransom, Laura J., Polen, Michael R.

*J Aging Health*, Nov 1990; vol. 2: pp. 462-474

Working Conditions and Early Retirement: A Prospective Study of Retirement Behavior

Blekesaune, Morten, Solem, Per Erik

*Research on Aging*, Jan 2005; vol. 27: pp. 3-30

Phased Retirement and Workplace Flexibility for Older Adults : Opportunities and Challenges

Richard W. Johnson

*The ANNALS of the American Academy of Political and Social Science* 2011 638: 68

<http://ann.sagepub.com/content/638/1/68>

### **E. Aging Boomers: Boom or Bust?**

- Who Are the Boomers?
- What Is a Generation? Age-Period-Cohort Analysis
- Social Construction of the Boomer Phenomenon
- Boomers in the Years Ahead

### Reading Assignment

Pages 441-461 in Moody and Sasser

The Baby Boom, Amenity Retirement Migration, and Retirement Communities: Will the Golden Age of Retirement Continue?

Haas, William H., III, Serow, William J.

*Research on Aging*, Jan 2002; vol. 24: pp. 150-164

The Sleeping Giant Awakens: U.S. Retirement Policy in the 21st Century  
Schieber, Sylvester J.  
*Compensation Benefits Review*, Jan 1996; vol. 28: pp. 20-31

Does Race/Ethnicity Affect Aging Anxiety in American Baby Boomers?  
Tingjian Yan, Merrill Silverstein and Kathleen H. Wilber  
*Research on Aging* 2011 33: 361  
<http://roa.sagepub.com/content/33/4/361>

#### **F. The New Aging Marketplace: Hope or Hype?**

- The New Customer Majority
- One Market Sector Likely to Grow
- What Do Older Consumers Want?
- Limits of the Marketplace Model

#### **Reading Assignment**

Pages 463-482 in Moody and Sasser

Aging consumers and drug marketing: Senior citizens' views on DTC advertising, the medicare prescription drug programme and pharmaceutical retailing  
Mathew Joseph, Deborah F. Spake, and Dana Moffett Godwin  
*Journal of Medical Marketing* (2008) 8, 221–228.  
<http://mmj.sagepub.com/content/8/3/221.full.pdf+html>

Consumer Behavior in Later Life: Multidisciplinary Contributions and Implications for Research  
George P. Moschis  
*Journal of the Academy of Marketing Science Summer 1994 vol. 22 no. 3 195-204*  
<http://jam.sagepub.com/content/22/3/195>

**Session 13: April 5**

**Group Presentations**

**Session 14: April 12**

**Group Presentations; Last In Class Session**

**Session 15: April 19 No In Class Session; Final Individual and Group Papers Due by Email to Dr. Cabin at: [williamcabin@yahoo.com](mailto:williamcabin@yahoo.com)**