

SOC105 : Introduction To Gerontology

General Information

Author:	<ul style="list-style-type: none">Michelle StonisKamei, Richard T
Course Code (CB01) :	SOC105
Course Title (CB02) :	Introduction To Gerontology
Department:	SOC
Proposal Start:	Winter 2025
TOP Code (CB03) :	(2208.00) Sociology
CIP Code:	(45.1101) Sociology, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000128306
Curriculum Committee Approval Date:	04/10/2024
Board of Trustees Approval Date:	06/18/2024
Last Cyclical Review Date:	04/10/2024
Course Description and Course Note:	SOC 105 is an introduction to the study of social gerontology and aging. Using a multidisciplinary approach, students will explore the implications of aging for the individual and society. Topics such as the aging population's impact on economics, the labor force, education, transportation, and more will be discussed.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Author:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Sociology
Alternate Discipline:	<ul style="list-style-type: none">Psychology
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08) Course is not a basic skills course. <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Course Special Class Status (CB13) Course is not a special class. Pre-Collegiate Level (CB21) Not applicable.	Grading Basis <ul style="list-style-type: none">Grade with Pass / No-Pass Option Course Support Course Status (CB26) Course is not a support course
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Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

IGETC Area	Area	Status	Approval Date	Comparable Course
4I-Psychology	Psychology	Approved	09/09/1991	No Comparable Course defined.
4J-Sociology & Criminology	Sociology & Criminology	Approved	09/09/1991	

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
E-Lifelong Learning and Self-Development	Lifelong Learning and Self-Development	Approved	No value	No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04)	Noncredit Course Category (CB22)	Noncredit Special Characteristics
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)	Funding Agency Category (CB23)	<input type="checkbox"/> Cooperative Work Experience
Credit Course.	Not Applicable.	<input type="checkbox"/> Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54

Studio Hours

0

0

Laboratory

0

Studio

0

Total

54

Course Out-of-Class Hours

Lecture

108

Laboratory

0

Studio

0

Total

108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name

Type

In Class

Out of Class

No Value

No Value

No Value

No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ESL151 - Reading And Composition V

Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay that summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions;
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Collaborative Learning

Methods of Instruction Field Activities (Trips)

Methods of Instruction Presentations

Out of Class Assignments

- Research papers (i.e., ageism in the workplace)

Methods of Evaluation

Exam/Quiz/Test

Exam/Quiz/Test

Presentation (group or individual)

Exam/Quiz/Test

Rationale

Unit examinations

Midterm examinations

Student presentations or projects (i.e., presentation on the theoretical perspectives on aging)

Final examinations

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Harry R. Moody and Jennifer R. Sasser	Aging: Concepts and Controversies	Sage	2020	978-1-544-37171-9

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Assess fallacious stereotypes concerning the aging process and the aged as a group.

Analyze the special talents and needs of the aged.

Investigate adopting a positive attitude towards the aged in general and their own aging in particular.

Identify subjects for further study in this field.

Advise advocacy programs to help the social institution adapt themselves to the needs of the aged.

SLOs

Assess fallacious stereotypes concerning the aging process and the aged as a group.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
SOC Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global
SOC Sociology - AA-T	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global.

SOC 5 Social Sciences	Demonstrate critical thinking skills and a basic understanding of the complex interrelationships between human kind and the biophysical environment	
	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world	
ILOs General Education	apply methodologies used by social and behavioral scientists	
	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions	
Describe and assess special talents and needs of this group.		Expected Outcome Performance: 70.0
ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.	
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.	
SOC Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global	
SOC Sociology - AA-T	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global.	
SOC 5 Social Sciences	Demonstrate critical thinking skills and a basic understanding of the complex interrelationships between human kind and the biophysical environment	
SOC Social Work and Human Services AA-T	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.	
ILOs General Education	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions	
Demonstrate a positive attitude towards the aged in general and their own aging in particular.		Expected Outcome Performance: 70.0
SOC Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global	
SOC Sociology - AA-T	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global.	
SOC 5 Social Sciences	Demonstrate critical thinking skills and a basic understanding of the complex interrelationships between human kind and the biophysical environment	
ILOs Core ILOs	Practice ethical and responsible behavior within personal, academic, professional, social, and societal contexts; recognize and welcome diverse lifestyle choices that promote physical, intellectual, psychological, and social well-being.	
ILOs General Education	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions	
Identify subjects for further study in this field.		Expected Outcome Performance: 70.0
ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.	
SOC Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global	
ILOs General Education	apply methodologies used by social and behavioral scientists	
	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions	

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

The Scope of Social Gerontology (4 hours)

- Definitions, terms and concepts
- Historical development
- Gerontology: Its place in the curriculum
- Why study gerontology now?

Demography, Methods and Resources (6 hours)

- Demographic profile of Glendale, California and the United States
- Methods--cross-sectional, longitudinal, and cohort analysis
- Sources and interpretation of research data

Gerontology: The Science (14 hours)

- Biological aging--a review of current theories and clinical findings
- Physiological aging--a review of current theories and clinical findings-- noting differences between aging and pathology
- Psychological aging--a review of current literature, emphasizing personality development and learning theories, as well as, research findings
- Social psychological aging--cohort, generational and family differences

Implications of Aging Population for Social Institutions and Social Systems (17 hours)

- Marriage and the family
- Economics and the labor force
- Religion and moral values
- Law, legal systems and government
- Education and the socialization process
- Recreation and leisure
- Communication, transportation and housing
- Health: physical and mental

Special Issues and Concerns (13 hours)

- Ethnicity and aging
- The retirement role
- Institutions for the aged
- Alternative to institutionalization
- Housing segregated as to age
- Alcoholism, drugs and suicides
- Volunteering among the aged
- Advocacy and the aged
- Widowhood and bereavement
- Death and dying

Total hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

Social Sciences

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value