

APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date _____

Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course

a. Prefix and Number GRN 644 b. Title* Demography and Aging

*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts _____

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 3

g. Course description

This course examines the dynamics of human population distributions, densities, and growth patterns as they relate to population aging. The essential demographic processes of fertility, mortality, and mobility are addressed from multiple disciplinary perspectives, and topical coverage includes the environmental, social, political, economic, and cultural impacts on personal demographic behavior and population change. Emphasis is placed on historic and contemporary meanings and influences of population diversity, and how this diversity affects the patterns and consequences of aging across space and time.

h. Prerequisites (if any)

None

i. May be repeated to a maximum of NA (if applicable)

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Spring, 2008 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

Faculty teaching load prohibits offering the class each year. Alternate years is anticipated.

8. Why is this course needed?

An understanding of the demographics of populaton aging is fundamental to research in gerontology.

9. a. By whom will the course be taught? John F. Watkins

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

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10. What enrollment may be reasonably anticipated? 25
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11. Will this course serve students in the Department primarily? Yes No
- Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.
- This course may also be of value to both undergraduate and graduate students in other social science and health programs.
-
- Will the course serve as a University Studies Program course? Yes No
- If yes, under what Area? _____
12. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
- relatively new, now being widely established
- not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program: Yes No
If yes, which?
-
15. Will adding this course change the degree requirements in one or more programs? * Yes No
If yes, explain the change(s) below
-
16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
19. Within the Department, who should be contacted for further information about the proposed course?
- Name John F. Watkins Phone Extension 7-1450, ext. 80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

GRAHAM D. ROWLES / Graham D Rowles
printed name Reported by Department Chair signature

2-20-08
DATE of Approval by College Faculty

Linda A. Alexander / Linda A Alexander
printed name Reported by College Dean signature
Assoc Dean for Academic Affairs

* DATE of Approval by Undergraduate Council

printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

printed name Reported by Graduate Council Chair signature

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)

Heidi Anderson / Heidi Anderson
printed name Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

SYLLABUS – Demography and Aging
GRN 644

INSTRUCTOR: Dr. John F. Watkins
Graduate Center for Gerontology
306E Wethington Health Sciences Bldg.
Phone: 257-1450, x80240
e-mail: geg173@email.uky.edu

REQUIRED TEXT: Weeks, John R. (2005) *Population: An Introduction to Concepts and Issues*.
9th edition. Belmont, CA: Wadsworth Publishing.

REQUIRED ADDITIONS:
Copies of additional readings will be distributed each week.

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Learning Objectives

After completing this course, students should have gained:

- A knowledge of how demographic processes function together to evoke population change, and especially population aging;
- A critical understanding of how individual and collective characteristics and behaviors shape demographic processes;
- An appreciation of the individual and societal implications of population aging;
- Methodological skills appropriate for collecting and analyzing demographic data;
- And ability to apply knowledge and analytical skills in addressing contemporary demographic issues relating to population aging.

Course Outline

I. Introduction (week 1)

- A. The case for a demographic perspective on aging
- B. Defining demography and population Studies
- C. Population studies in temporal and spatial context

II. The Language of Population Studies (weeks 2 & 3)

- A. Terminology
- B. Data characteristics
- C. Basic Population Measures

III. Population Distributions and Characteristics (week 4)

- A. Factors affecting general distribution
- B. Population characteristics and their spatial patterns
- C. A look at global, national, regional, and local levels

IV. Population Growth – Historic (weeks 5 to 7)

- A. Overview of the causes of population growth/decline
- B. World and national trends
- C. Theories of population growth
- D. Population theory from a gerontological viewpoint

V. Components of Population Change: Process and Theory (weeks 8 to 12)

- A. Fertility
- B. Mortality
- C. Migration: internal and external

VI. Population Growth – Future (weeks 13 to 15)

- A. Projections, forecasts, and predictions
- B. Population change: policies and programs
- C. Implications of an aging population

NOTES ON GRADING

Performance in this class will be evaluated from the following:

Two (2) exams @ 15% each	30%
Five to Six exercises @ 7-12% each.....	50%
One final paper @ 20%	20% = 100%

Final grades will be based approximately on a ten-point scale, i.e., 90-100%=A, 80-89%=B, etc. Both exams, will be comprised of short answer and calculation/evaluation questions, and perhaps a few brief essays. The final will NOT be comprehensive. The exercises, to be assigned in class, will provide the opportunity to work with real (usually...) live data, and will involve fundamental calculations, maybe some mapping/graphing, and almost always some written evaluation and discussion of your findings. These assignments will vary in length and rigor, and will generally be due from two days to a week following the meeting in which they are assigned. I am hoping to have up to seven exercises of varying point values that will exceed the total listed for evaluation. I will, therefore, use the ‘optimal’ combination of exercises and point values toward final evaluation.

MORE ABOUT THE EXERCISES

One of my goals in this class is to help you feel comfortable working with numbers, to improve your skills in effectively analyzing numbers, and especially to develop your ability to tell important stories using numbers. A calculator is, therefore, an essential tool in this class, as is a fundamental knowledge of mathematics (dominantly algebra and basic calculus). I STRONGLY encourage you to learn a computer spreadsheet program (such as Excel) if you do not already use one. Although a working knowledge of such a program is not required for you to do well in this class, it may make your life easier and is also a valuable tool to have.

Accuracy in calculations is important, and you should make a habit of checking your results for any errors. Bad numbers are the easiest way to lose points on exercises, and the best way to embarrass yourself in any future work in population studies. Effective communication is also important. In this vein, you should ensure that every exercise handed in is neat in appearance, well organized, and complete. Any text within exercises should be typed. Lengthy tables may be handwritten if you wish, but should be very legible. Maps and diagrams should also be clean and as presentable as you can make them. Colored pencils, crayons, markers... might also come in handy for some exercises, as might some standard-grid graph paper.

All exercises MUST be handed in on time. No exceptions if you want full credit. A ten percent reduction will be assessed if an assignment is handed in between 5:00pm of the due date and 5:00pm of the next class day. Beyond that, no submissions will be accepted. PLEASE MEET YOUR DEADLINES!

MORE ON THE REQUIRED PAPER

Admission to a graduate program suggests a desire to develop scholarly abilities beyond those found among the general undergraduate level. The final paper is intended to help such development.

This paper should demonstrate an effective combination of analytical skills (including the collection, organization, and analysis of demographic data using appropriate demographic methods) and critical thinking skills (including a critical survey of appropriate scholarly literature and effective employment of theory). Students should meet individually with me during the first three weeks of class to discuss and focus the paper topic. A detailed outline/prospectus of the paper is due by the mid-term date, and the final copy of the paper is due during the last week of class. Students are encouraged to submit drafts of their work at any time for my review and commentary, and to meet with me at any time to discuss any element of the paper.

NOTES ON GENERAL POLICY

- Please keep up with the class readings and attendance; as a general policy, I do not assign incompletes.
- If for some reason you cannot make it to class, call me ahead of time so that arrangements can be made. Your grade is not formally based on attendance, but what you gain from this class (and your consequent performance) is intimately linked to attendance. PLEASE BE RESPONSIBLE!
- Make-up tests or exercises will be allowed only if I am contacted before the class meeting that is to be missed, or if I am contacted within 1 week following the absence in cases defined as "excused" in Section V (SR&R).
- If you must eat or drink something in class, please do so in a way that will not disturb others too much. And please clean up after yourselves!
- I encourage free discussion, and welcome your experiences, thoughts, and impressions. Although I will lecture most often, I am flexible in terms of what I talk about, and how much time I talk about it. (That's why I consider the course outline "Tentative...") You should always feel free to ask questions during lecture. In fact, some of the best learning comes out of discussion following good questions.
- Working together in groups has many advantages, and I encourage such a practice. Meeting with others is an effective way of making sure that you are doing an exercise correctly, of checking the accuracy of your calculations in exercises, and of developing an outline for your analytical write-ups in exercises. It may also help you in studying for the exams. Working in groups does NOT mean copying someone else's material, which is immoral and also illegal according to university regulations. You should review the sections on academic dishonesty and plagiarism provided in your handbook *Student Rights and Responsibilities*, and talk with me if you have any questions about appropriate conduct.
- We will be covering some "personal" issues in this class, such as stereotypes, discrimination, homosexuality, euthanasia, abortion and... uh, general baby-making procedures. You should never feel obligated to talk about such issues in class. I will rarely if ever take a stance on debatable issues, but I encourage you to voice your opinions and evaluate your positions. I will respect any and all viewpoints, and I ask that you too respect other's viewpoints. I hope that we can feel comfortable in being open during our discussions. If you feel discomfort from ANYTHING covered in class, please talk with me immediately so that I (and we as a class) won't continue to offend you and others.
- In addition to scheduled office hours, I welcome you to contact me at any other time if you have questions, if you need help, or if you simply want to talk.
- Finally, if you have a disability or 'situation' that may somehow affect your class performance, please schedule a meeting with me so that accommodations can be made.