Soc 190: Global Health and Aging
Fall 2018

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Office Hours: Thursdays, 2–4pm and by appointment
Sign up: https://www.wejoinin.com/sheets/mwhlr

Lecture: Thursdays, 5pm - 7pm, Barrows 402
Course Website: https://bcourses.berkeley.edu/courses/1473794

Course Description

We are living longer. Population aging is one of the most important determinants of global health. Yet, there is tremendous variation in how we experience aging across the globe. To examine the contemporary contours of global health and aging, this course draws on perspectives from sociology, demography and public health. We will probe: How can we think about aging as sociologists? What do we mean when we talk about health and aging (both globally and at more micro levels)? Why do some people experience different sets of illnesses as they age? What might the future of human longevity look like? How do we understand the policy and politics of aging gracefully? The course takes a global perspective, but we will also consider the US and the lessons we can learn from more local contexts.

We begin by situating both global health and aging by incorporating both sociological, demographic and prevalent public health perspectives. The various researchers examining the two phenomena often define them differently. We will talk about what is missing in each definition of global health, and how the different fields may think about the challenges and opportunities of aging differently. In weeks 3 and 4, we will think through what health may mean across the life course, specifically in the context of aging. To do so, we will examine some of the larger demographic patterns framing population aging. In weeks 5, 6 and 7, we will examine why some people and populations experience different challenges and opportunities as they age. Here, we will look at the specific contributions of socioeconomic factors, gender and race. In weeks 8, 9 and 10, we will turn to health in older ages by taking a life course perspective. To do so, we will look at how early life and family conditions may affect health in later life. In week 11, we bring together the various perspectives examined to focus on opportunities and challenges the future may bring.

Course Goals and Assignments

This is a rewarding class, giving you a small taste of the extensive literature on global aging and health. I expect you to devote considerable energy to the readings so that we can have fun and
nuanced class discussions. All the readings are on bCourses and some are also in our Syllabus as links. In return, I will share my extensive research experience and passion for health and aging studies, helping you gain a deeper understanding of the subject. By the end of the semester, you will have: (1) a solid understanding of the current global patterns in aging, and the opportunities and challenges posed by aging populations; (2) exposure to the most up-to-date contemporary scholarly research on topics related to global health and aging, primarily from a socio-demographic perspective; (3) the opportunity to write an original research paper while also receiving and lots of peer and instructor feedback.

Assignments

1. Complete the readings each week. Participate in class discussions and lead one class discussion.
2. Write 4 short response papers to the readings over the course of the semester.
3. Write and present a research paper on a topic that interests you (related to the course).

Your grade will be based on:

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<tr>
<th>Assignments</th>
<th>Percentage</th>
<th>Submission Details</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>Over semester</td>
</tr>
<tr>
<td>Leading Discussion</td>
<td>10%</td>
<td>Once: between weeks 2 &amp; 11</td>
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<tr>
<td>4 Reading Memos</td>
<td>20%</td>
<td>Submit through bCourses: Thursday before class by 4pm</td>
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<tr>
<td>Research Paper</td>
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<tr>
<td>Abstract</td>
<td>5%</td>
<td>Submit through bCourses: 10/4 by 4pm</td>
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<td>10 Additional Sources</td>
<td>5%</td>
<td>Submit through bCourses: 10/18 by 4pm</td>
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<tr>
<td>Paper rough draft due</td>
<td>5%</td>
<td>Submit through bCourses: 11/15 by 4pm</td>
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<tr>
<td>Paper presentation</td>
<td>15%</td>
<td>Once: between weeks 12 and 15</td>
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<td>Final draft</td>
<td>30%</td>
<td>Submit through bCourses: 12/13 by 4pm</td>
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Class Participation

Each week, read the readings before coming to class. This is a largely discussion-based class. Please come prepared and think in advance about how you might contribute. In class, we will focus on fully understanding, integrating, critiquing and thinking about what is missing from the current literature. To accomplish this, everyone must thoughtfully, regularly and respectfully participate in discussion.

Discussion Leaders

Starting from week 2, two students will co-lead each of our class discussions. As discussion leaders, you will read the readings very carefully, then come up with discussion questions for our class together. Send these questions to me through email on or before the Wednesday before class by 5pm.
Reading Memos

Due on Wednesday at 5pm before class. You will submit these through bCourses. These short memos will contain 4 paragraphs:

1. An overview of what is covered in the readings
2. The most important aspects/findings/conclusions from each reading
3. A review of the common themes across the readings
4. A personal reflection (such as how the concepts relate to your own work, further research directions you would like to see, etc.)

Research Paper

Our course will culminate in your submission of a 10-15 page (double spaced) research paper. This will draw on the existing academic literature to further investigate a topic we cover in the course. Ideally, you will identify a missing area of the literature and make an original argument. To accomplish this, our course will be geared toward helping you put together a good first draft for a potentially publishable paper.

You will not need to use original data for the paper, but you will need to be judicious about which academic resources you draw on, ensuring that they come from peer-reviewed journals, well-regarded reports or books. This means, you should NOT include citations from blogs, Wikipedia, etc. Your sources should be in addition to the ones already on the syllabus. On the syllabus, I tried to select the seminal readings on each topic, so you should be able to find lots of relevant, more recently published work on the topic of your interest.

Your rough draft (due on 11/2) should look like a paper (not a brief outline). The more complete this draft is, the more feedback you will be able to receive, ensuring your likely success on the final paper. The rough draft will be a work in progress. However, do your best to be as thorough as possible. You will also have another opportunity for feedback from your peers during your presentation.

Your final draft should look and read like a (hopefully) publishable research paper. Be sure to have a separate title page, page numbers, and well-organized sections with headings (Introduction, Background/Literature, Methods, Argument and Conclusion). Use citations: both in the text itself (to avoid plagiarism!) and also include a properly formatted reference list.

Course Policies

Accommodations
Come speak to me as early as possible about accommodations related to disabilities, religious observances or events that will prevent you from attending class. In all cases, you are responsible for class material and submitting assignments on time.
Course Materials
Electronic copies of most course readings can be found via bCourses; and on the Syllabus as live URL addresses. https://bCourses.berkeley.edu.

Late Policy
Late projects will be graded down a full letter grade for each day late (e.g., An A- becomes a B-). Detailed information on each project, including deadlines, is found above.

Grading Policy
If you wish to contest a grade, please first outline in writing:
   1. Which assignment you wish to contest
   2. The grade you received
   3. The reasons you believe you should have received a different grade
Please note that a re-grade involves closer scrutiny, and it may result in an increase or decrease in your grade. Grade appeals need to be initiated within 7 days of receiving the original grade.

Academic Honesty
The UC Berkeley Honor Code states that, “As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.” (http://asuc.org/honorcode/index.php). I expect that you will adhere to these principles in your conduct in the course. You may not copy specific text or ideas from others, whether from fellow students, from authors of our readings, or from authors of material you find on the internet, without specific attribution. To do otherwise is to plagiarize. You may of course discuss the lectures and readings with your fellow students. But, the assigned papers and your written responses to exam questions must reflect your own independent work. Violations of these rules will result in a failing grade on the assignment and possibly on the course and may result in you being reported to University authorities. (Text from the ASUC honor code guide)

Email
Email should not be used for substantive questions about the reading or course materials. Please ask such questions in class or sign-up for office hours. I will endeavor to respond to email messages within 24 hours, Mondays through Fridays.

Office Hours
I encourage you to sign-up for office hours. Office hours are a good time to just introduce yourself, to talk about ideas that you find particularly engaging or difficult, or to discuss problems that you may be having in the course. See the top of this document for sign-up link and hours.

Technology Policy
You are permitted to use a laptop during class for the purpose of note taking or consulting the readings. Please do not use your cell phone during class. Please do not text, chat, surf the web, read the news, or watch videos during class! This behavior is distracting to other students sitting around you. If you need to conduct non-class related business during class hours, you may step out of the classroom. You can come back and re-join discussion when ready. This should be reserved for emergencies in order for your participation grade to not be affected.
Course Outline and Weekly Readings

WEEK 1
Introduction and Course Overview
8/23/2018

Overview, course logistics, learning goals and expectations.
- Start thinking about your research paper’s area of focus or your interests related to the topic of our class.

WEEK 2
Delineating the Contours of Global Health and Aging
8/30/2018


Background on Global Aging from the World Health Organization
http://www.who.int/ageing/publications/global_health.pdf

Background on Global Health
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3484757/

- Continue thinking about topics you might want to focus on for your research paper. You could think about topics (or policies) related to aging not covered in the Syllabus, or if you are particularly interested in a topic covered, start looking at the existing literature on the subject.

WEEK 3
Health in the Context of Aging: Healthy Lives & Life Expectancy
9/6/2018


Fun tidbits from the news (there are many more, feel free to look before our class!):

https://www.washingtonpost.com/news/to-your-health/wp/2017/05/08/u-s-life-expectancy-varies-by-more-than-20-years-from-county-to-county/?noredirect=on&utm_term=.236e2a59462e


WEEK 4
Patterns in Aging
9/13/2018

https://scholar.harvard.edu/files/goldin/files/pm_nas.pdf

https://www.tandfonline.com/doi/full/10.1080/17441730701270798?src=recsys


Looking for more info and/or data?  
https://www.nia.nih.gov/research/dbsr/global-aging

WEEK 5
Socioeconomic Disparities
9/20/2018


https://www.jstor.org/stable/2626958?seq=1#page_scan_tab_contents


**WEEK 11**

*Opportunities: Aging and Health Reconsidered*

11/1/2018


