

Soc 190: Global Health and Aging

Fall 2018

Boróka Bó
Borokabo@Berkeley.edu

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:

Class Participation	10%	Over semester
Leading Discussion	10%	Once: between weeks 2 & 11
4 Reading Memos	20%	Submit through bCourses: Thursday before class by 4pm
Research Paper		
Abstract	5%	Submit through bCourses: 10/4 by 4pm
10 Additional Sources	5%	Submit through bCourses: 10/18 by 4pm
Paper rough draft due	5%	Submit through bCourses: 11/15 by 4pm
Paper presentation	15%	Once: between weeks 12 and 15
Final draft	30%	Submit through bCourses: 12/13 by 4pm

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

Dannefer, D. 2013. Age and Sociological Explanation: Explaining Horizons in the Study of Aging and the Life Course. *Contemporary Sociology* 42(6): 793-800.

<https://artscimedia.case.edu/wp-content/uploads/sites/118/2014/11/15005928/AgeandSociologicalExplanantion-ExpandingHorizonsintheStudyofAgingandthelifeCourse.pdf>

Zimmer, Z. & S. McDaniel. 2013. "Global ageing in the twenty-first century: An introduction." Pp. 1-12 in *Global Ageing in the Twenty-First Century: Challenges, Opportunities and Implications*. Ashgate.

Background on Global Aging from the World Health Organization

http://www.who.int/ageing/publications/global_health.pdf

Background on Global Health

Campbell et al. 2012. The importance of a common global health definition: How Canada's definition influences its strategic direction in global health. *J Global Health* 2(1).

<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

Olshansky, S.J.& B.A. Carnes. 2009. "The future of human longevity." Pp. 731-745 in *International Handbook of Population Aging*: Springer.

Jagger, C. 2006. "Can we live longer, healthier lives?" Pp. 7-22 in *Longer Life and Healthy Aging*, edited by Y. Zeng. New York: Springer.

Robine, J. M., & Michel, J.-P. 2004. Looking forward to a general theory on population aging. *Journal of Gerontology: Medical Sciences*, 59A(6), 590-597
http://www.eurohex.eu/bibliography/pdf/Robine_JGerontol_2004-3278717698/Robine_JGerontol_2004.pdf

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

<https://www.theguardian.com/society/2009/jul/03/life-expectancy-patterns>

WEEK 4
Patterns in Aging
9/13/2018

Moen. 2013. New Directions in the Sociology of Aging. National Academy of Sciences.
https://scholar.harvard.edu/files/goldin/files/pm_nas.pdf

Hermalin, A.I. et al. 2007. "Future characteristics of the elderly in developing countries and their implications for policy." *Asian Population Studies* 3(1):5-36.
<https://www.tandfonline.com/doi/full/10.1080/17441730701270798?src=recsys>

Schoeni, R.F. & M.B. Ofstedal. 2010. "Key themes in research on the demography of aging." *Demography* 47(Suppl):5-15. <https://link.springer.com/article/10.1353/dem.2010.0001>

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

WEEK 5
Socioeconomic Disparities
9/20/2018

Adler, N.E. and J.M. Ostrove. 1999. "Socioeconomic status and health: What we know and what we don't." *Annals of the New York Academy of Sciences* 896(1):3-15.
<https://nyaspubs.onlinelibrary.wiley.com/doi/abs/10.1111/j.1749-6632.1999.tb08101.x>

Link, B.G. and J. Phelan. 1995. "Social conditions as fundamental causes of disease." *Journal of Health and Social Behavior* 36(Extra issue):80-94.
https://www.jstor.org/stable/2626958?seq=1#page_scan_tab_contents

Matthews, R.J. et al. 2006. "Does socio-economic advantage lead to a longer, healthier old age?" *Social Science and Medicine* 62(10):2489-2499.
<https://www.sciencedirect.com/science/article/pii/S0277953605006040?via%3Dihub>

Marmot and Siegrist. 2004. "Health inequalities and the psychosocial environment: Two scientific challenges." *Social Science and Medicine* 58(8):1463-1473.

<https://www.sciencedirect.com/science/article/pii/S0277953603003484>

WEEK 6
Gender Disparities
9/27/2018

Read and Gorman. 2010. Gender and Health Inequality. *Annual Review of Sociology* 36:372-386. <https://www.annualreviews.org/doi/10.1146/annurev.soc.012809.102535>

Yin, S. 2007. Overview of Gender Disparities in Health and Mortality. Populations Reference Bureau. <https://www.prb.org/genderdisparities/>

Hamil-Luker, J. & A.M. O'rand. 2007. "Gender differences in the link between childhood socioeconomic conditions and heart attack risk in adulthood." *Demography* 44(1):137-158.

<https://link.springer.com/article/10.1353/dem.2007.0004>

Calasanti, T. 2010. Gender Relations and Applied research on Aging. *The Gerontologist*. 50(6).

<https://academic.oup.com/gerontologist/article/50/6/720/630873>

WEEK 7
Racial and Ethnic Disparities
10/4/2018

Phelan and Link. 2015. Is Racism a Fundamental Cause of Inequalities in Health? *Annual Review of Sociology* 41:311-330. <https://www.annualreviews.org/doi/abs/10.1146/annurev-soc-073014-112305>

Williams and Sternthal. 2012. Understanding Racial and Ethnic Disparities in Health: Sociological Contributions. *J of Health and Soc Behavior* 51:15-27.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3468327/>

Viruell-Fuentes and Abdulrahmin. 2012. More than culture: Structural racism, intersectionality theory, and immigrant health. *Social Science and Medicine* 75(12),

<https://www.sciencedirect.com/science/article/pii/S0277953612000822>

Policy Brief on Racial and Ethnic Health Disparities in the US:

<https://www.ncsl.org/portals/1/documents/health/HealthDisparities1213.pdf>

More US Info from the CDC: <https://www.medscape.com/viewarticle/862577>

WEEK 8
Life Course Approaches to Later-life Health

10/11/2018

Huang, C. and I.T. Elo. 2009. "Mortality of the oldest old Chinese: The role of early-life nutritional status, socio-economic conditions, and sibling sex-composition." *Population studies* 63(1):7-20. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2832602/>

Preston, S.H. et al. 1998. "Childhood conditions that predict survival to advanced ages among African-Americans." *Social Science & Medicine* 47(9):1231-1246.
<https://www.sciencedirect.com/science/article/pii/S0277953698001804?via%3Dihub>

Elo, I.T. and S.H. Preston. 1992. "Effects of early-life conditions on adult mortality: a review." *Population index*:186-212. https://www.jstor.org/stable/3644718?seq=1#page_scan_tab_contents

Finch, C.E. and E.M. Crimmins. 2004. "Inflammatory exposure and historical changes in human life-spans." *Science* 305(5691):1736-1739. <http://science.sciencemag.org/content/305/5691/1736>

WEEK 9

Families

10/18/2018

Fry, C.L. 2005. "Globalization and the experiences of aging." *Gerontology & geriatrics education* 26(1):9-22. https://doi.org/10.1300/J021v26n01_02

Parreñas, R. 2005. "Long distance intimacy: class, gender and intergenerational relations between mothers and children in Filipino transnational families." *Global networks* 5(4):317-336.
<https://onlinelibrary.wiley.com/doi/full/10.1111/j.1471-0374.2005.00122.x>

Silverstein, M., S.J. Conroy, and D. Gans. 2012. "Beyond solidarity, reciprocity and altruism: Moral capital as a unifying concept in intergenerational support for older people." *Ageing & Society* 32(7):1246-1262.
<https://www.cambridge.org/core/journals/ageing-and-society/article/beyond-solidarity-reciprocity-and-altruism-moral-capital-as-a-unifying-concept-in-intergenerational-support-for-older-people/46F78FDEB80D1F78B868E2F747EEDC17>

Furstenberg et al. 2015. The Future of Intergenerational Relations in Aging Societies. UPen Sociology/Unpublished.
https://repository.upenn.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1002&context=sociology_papers

WEEK 10

Migration

10/25/2018

JH Kwoon. 2015. The Work of Waiting: Love and Money in Korean Chinese Transnational Migration. *Cultural Anthropology* 30(3). <https://culanth.org/articles/785-the-work-of-waiting-love-and-money-in-korean>

Knodel, J., Kespichayawattana, J., Wiwatwanich, S., & Saengtienchai, C. 2010. How left behind are rural parents of migrant children? Evidence from Thailand. *Ageing & Society*, 30(1), 811-841. <https://www.cambridge.org/core/journals/ageing-and-society/article/how-left-behind-are-rural-parents-of-migrant-children-evidence-from-thailand/AA9832AE1E9A026FA0F6B2EF1486904B>

Stark, O. and R.E.B. Lucas. 1988. "Migration, remittances and the family." *Economic development and cultural Change* 36(3):465-481. https://www.jstor.org/stable/1153807?seq=1#page_scan_tab_contents

Johansson et al. 2013. Moving Beyond ‘Aging In Place’ to Understand Migration and Aging: Place Making and the Centrality Of Occupation. *J Occup Sci* 20(2): 108-119. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4283943/>

WEEK 11
Opportunities: Aging and Health Reconsidered
11/1/2018

Deeg, D. (2013). New myths about aging: The growth of medical knowledge and its social consequences. In S. McDaniel & Z. Zimmer (Eds.), *Global Ageing in the Twenty-First Century: Challenges, Opportunities and Implications* (pp. 139-158). Surrey: Ashgate.

Wise, D. A. 2010. Facilitating longer working lives: International evidence on why and how. *Demography*, 47(1 (Supplement)), 131-149. <https://link.springer.com/article/10.1353/dem.2010.0000>

Is 70 the new 60? Read a fun (though technical) study and its associated news coverage: Study by Sanderson and colleagues (2017): <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0179171>

News: <https://www.stonybrook.edu/newsroom/general/2017-06-21-new-measures-of-aging.php>

EU Brief on the changing meaning of ‘working age’: <http://ec.europa.eu/social/main.jsp?langId=en&catId=1196&newsId=2500&furtherNews=yes>

WEEK 12 Presentations 11/8/2018	WEEK 13 Presentations 11/15/2018	WEEK 14 No Class: Give Thanks 11/22/2018	WEEK 15 Presentations 11/29/2018	WEEK 16 No Class: Reading Week 12/6/2018	WEEK 17 FINAL PAPER DUE 12/13/2018
---	--	--	--	--	--