

# USC Leonard Davis

School of Gerontology

## GERO 530: Life Span Developmental Sociology Spring 2019 - Syllabus

**Lecture Time:** 2:00 – 4:50 PM Tuesdays

**Location:** USC Leonard Davis School of Gerontology

**Instructor:** George Shannon, MSG, Ph.D.

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**Email:** [jessicyh@usc.edu](mailto:jessicyh@usc.edu)

**Office Phone:** (213)740-4497

**Office Hours:** Tuesdays 1:00 – 2:00 PM (by appointment)

**Teaching Assistant:** TBD

**Email:**

### I. COURSE DESCRIPTION AND OBJECTIVES

This course is an introduction to the sociological study of aging and adult development. The course is focused on aging from a life course perspective, and it is primarily concerned with how the adult life course is shaped by social context and relationships in conjunction with individual characteristics and the inevitable consequences of the choices we make. During the semester, we will examine how the aging process is related to social institutions such as the family, the economy, and the political system. The PowerPoint for each professor's presentation will be posted on Blackboard under the "*Weekly PowerPoints/Handouts*" section.

This course has four primary goals:

1. To facilitate an understanding of basic concepts and theories in the sociology of aging from an interdisciplinary perspective.
2. To provide students with knowledge of the aging processes as influenced by the interaction of personal choices and social context.
3. To enhance students' awareness of major controversies associated with aging and provide differing perspectives.
4. To give students the opportunity to understand the consequences of life-long attitudes and behaviors on the aging experience in the context of changing social norms.

### II. COURSE MATERIALS

- Moody, Harry R. & Sasser, Jennifer R. (2015). *Aging: Concepts and Controversies*. (9<sup>th</sup> Ed.).
- Sarton, May. (1973). *As We Are Now*. New York: Norton & Company, Inc.

*Both of these books are available to purchase both online and at the USC bookstore.*

The additional course readings are available online through Blackboard. Links to all required articles are provided on Blackboard under the heading, "*Weekly PowerPoints/Handouts*."

### III. COURSE EXPECTATIONS

All readings should be done before the related class session. As this class will depend heavily on presentations and group discussion, your active participation will be the basis of many of our classes. It is essential that you attend every class fully prepared, having read and thought through the

assigned material so that you are able to fully participate in class discussions. The success of this class is dependent on everyone's participation.

#### IV. COURSE REQUIREMENTS

**Participation and Attendance:** Participation in class discussions is mandatory and serves as a tool for peer learning and professional development. Since this is a blended course with both in-class and online students, it is important to note that the participation/discussion grading requirements vary accordingly. Please be sure you are aware of the differentiation outlined below in order to maximize your participation/discussion grade this semester. Absence or lateness (more than 15 minutes) without prior notification will be noted. No attendance points will be given for any week of unexcused absence.

**Discussion Board:** Blackboard discussion forum prompts will be assigned each week and provide the material for class discussions. Responses and comments should add to the online discussions and provide new perspectives or insights into the material. In addition, each week, in-class students will take pro or con sides from the controversy readings at the end of each Moody and Sasser chapter and argue their positions. Online students are welcome to call in and contribute to these discussions.

##### All students – Blackboard Weekly Discussion schedule

- Discussion Opens: Tuesday @ 5:00 PM (except school vacation week)
- Initial Post is due by Friday @ 11:59 PM - Initial posts not made by this day/time will automatically receive a two-point late first post deduction.
- Discussion Closes: Tuesday @ 11:59 AM - Any posts received after this day/time will not be graded.

If you have any additional discussion questions, please feel free to email the TA for response: The course discussion/participation grading requirements will vary depending upon whether you are an in-class or online student, so please review your designation carefully:

• <b>In-class students</b>	Must contribute a minimum of 2 posts per week (one original post and 1 response post)	5 points (maximum credit) per week & 5 points for class attendance per week X 10 weeks = 100 points Each unexcused absence from class will result in a 5-point deduction (-5 points)
• <b>Online students</b>	Must contribute a minimum of 2 original (5 points) and 2 response posts (5 points) per week	10 points (maximum credit) per week X 10 weeks = 100 points

##### **Formatting for Written Assignments:**

- All paper submissions should use **APA style guidelines** (if you use another style - even if it is correct in that style, you will lose points) and be grammatically acceptable, single-spaced, left margin, Times New Roman size 12, further, all submissions must be Microsoft Word documents (if you submit a .pdf file you will lose points) and include page numbers. Cite all in-text quotes to help colleagues find your sources. You are expected to use Headings and sub-headings to clarify each section of the paper.
- For example:
  - Elements of the Life Course Perspective – The future as shaped by the past**
    1. Agency and personal decision-making

2. Timing of life experiences
  3. The influences of historical events and geographical location
  4. Linked lives and social ties (recognizing variability among cohorts)
  5. Individual development and aging are lifelong processes
- Papers should be formatted with a heading (left-justified) that includes student name, assignment and course number. To restate, all assignments will be entitled as follows: **Your name** (last name, first name) **name of assignment** (e.g. Sarton book assignment) and **Gero 530sp2019**
  - Late assignments will be subject to a point deduction, on a case-by-case basis

### **Abstract Assignment**

You will develop an abstract due in the week that you sign up for on the abstract sign-up sheet located in the Gero 530sp2019 folder. I will send everyone a link for access to the Google Drive. Abstracts will serve as the basis for your article presentation. Abstracts are due by 2:00 PM on the Tuesday of the week that you sign up for. The abstracts must be submitted both on Google Drive, in the folder created for that week, and on Blackboard, in the Assignments section.

### **Book Assignment (5 pages in length):**

In this assignment, students will be required to read the book *As We Are Now*. You will be expected to write a 5-page analysis of the book using the life-course framework. **You will not just review the material;** it is your opportunity to relate the issues and circumstances in the story to the life course material covered in class. Please use APA guidelines, citations and references. Points will be deducted if you do not. This is a formal paper; the **5 pages do not include title page, references or addenda.**

To accomplish this paper correctly, after recounting the story briefly (no more than 1-page), you must analyze the context of this woman's life, using the life-course perspective, combined with other theories and relevant class material, as she struggles to survive in a life-threatening situation that quickly develops to a level that she finds intolerable. You must use headings and sub-headings to indicate the specific topics that you are discussing in text.

### **Abstracts (no more than 1-2 pages in length):**

Please use the following format to write your abstracts:

- I. Full **APA style reference** for the article that you are abstracting (Not all of the references are in APA styles; be sure to check that this is correct, or you will lose points).
- II. Summarize the thesis or main idea of this article in **one or two clear and concise sentences**. You might accomplish this by beginning your sentence with, "*The author(s) argued that...*" *You will be penalized if your abstract exceeds 2-pages.*
- III. List three main points from the chapter or the article. These should be **two to three sentences** each. (Your goal is to give other students the benefit of your evaluation of the material).
- IV. Analyze the article using the following headings:
  - a. What are the results and/or conclusions?
  - b. How do these points relate to the topics and themes addressed in classwork?
  - c. Briefly discuss the article's strengths and weaknesses.

Remember to submit your abstracts both on Google Drive, in the folder created for that week, and on Blackboard, in the Assignments section.

**MID-TERM EXAM**

A mid-term exam (true/false, multiple choice and short essay questions of 250-300 words) will be administered on Tuesday February 19, 2019 from 2-3 PM. This will be an online exam, you will have 1 hour to complete the exam. This type of online exam requires that you complete the exam within 1 hour from the time you begin. There will be no stopping or saving during the exam. The exam will cover material that we discussed, including the student abstracts, during the first 6 weeks of class. Abstracts will be available on Google Drive.

**FINAL EXAM**

The final exam will cover all of the written material and class events that take place in the second half of the semester. The final exam will consist of the following response formats: true/false, multiple choice and short essay questions of 250-300 words. This online exam, to be taken in-class, will be administered on Thursday May 2, 2019, from 2-4 PM. On-line students will have until 11:59 May 2, 2019 to complete the exam. This type of online exam requires that you complete the exam within 2 hours from the time you begin. There is no stopping or saving during the exam. The exam will cover all of the material that we discussed in class, including questions from the Student Abstracts that have been uploaded on Google Drive.

**GRADING**

Assignment	Due Date (Remember, Week 10 Spring Break)	Point Value
Book Assignment	March 26, 2019	125 points (25%)
Article Abstract	Weeks 3-13 (as signed up)	50 points (10%)
In-class/online discussions	Weeks 3-13 (10 weeks)	100 points (20%)
Mid-Term Exam	Taken in class Week 7	100 points (20%)
Final Exam	Thursday May 2, 2019	125 points (25%)

500 points (100%)

**Course final grades will be determined using the following USC preferred percent scale:**

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82

C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

# Weekly Class Schedule Spring 2019

## **Week 1. January 8: Course Introduction/Overview.**

### **Class 1 Introductions/Theories of Aging**

**Sign up for Abstracts!**

**Content for discussions (both in-class and online discussions). In-class students will read the online discussion introductions from Blackboard, so be sure they are up before class.**

- A. Name
- B. Year in school
- C. Interests
- D. Plans for career
- E. Expectations for class

**Required Video on Aging:** [http://www.ted.com/talks/laura\\_carstensen\\_older\\_people\\_are\\_happier](http://www.ted.com/talks/laura_carstensen_older_people_are_happier) Time 11:38.

## **Week 2. January 15: Discussion: A Life Course Perspective**

### **Articles for student abstracts**

1. Bengtson, V.L., Elder, G.H., Jr., & Putney, N.M. (2005). The life course perspective on aging: linked lives, timing and history." In M. Johnson, V. L. Bengtson, P. Coleman, & T. Kirkwood, (Eds.), *The Cambridge Handbook of Age and Ageing*. Cambridge: Cambridge University Press.
2. Braveman, P. & Barclay C. 2009. Health disparities beginning in childhood: a life-course perspective. *Pediatrics*, 124, S163-S175. doi 10.1542/peds.2009-1100D
3. Fuller-Iglesias, H., Smith, J., & Antonucci, T.C. (2009). Theories of aging from a life-course and life-span perspective. *Annual Review of Gerontology and Geriatrics*, 29, 3-
4. Hurst, L., Stafford, M., Cooper, R., Hardy, R., Richards, M., & Kuh, D. (2013). Lifetime Socioeconomic Inequalities in Physical and Cognitive Aging. *American Journal Of Public Health*, 103(9), 1641-1648. doi:10.2105/AJPH.2013.301240

## **Week 3. January 22: Discussion: Does Old Age Have Meaning?**

### **Articles for student abstracts**

5. Settersten, R. A. (2015) Relationships in Time and the Life Course: The Significance of Linked Lives, *Research in Human Development*, 12:3-4, 217- 223, DOI: 10.1080/15427609.2015.1071944
6. Calasanti, T. December 2016. Combating ageism: how successful is successful aging? *The Gerontologist*, 56, (6), 1093–1101, <https://doi.org.libproxy1.usc.edu/10.1093/geront/gnv076>
7. Dillaway, H. E. & Byrnes, M. B. (2009). Reconsidering successful aging: a call for renewed and expanded academic critiques and conceptualizations. *Journal of Applied Gerontology*, 28(6), 702-722.
8. Gruenewald, T.L., Liao, D.H., & Seeman, T.E. (2012). Contributing to others, contributing to oneself: perceptions of generativity and health in later life. *The Journals of Gerontology B*, 10.1093/geronb/gbs034

**Required video:** [Why can't we grow new body parts? Alan Russell on TED.com](http://www.ted.com/talks/alan_russell_on_ted.com) <http://wp.me/p10512-alh> Time 19:26

## **Week 4. January 29: Demographic Contributors to Population Aging**

### **Discussion: Is Population Aging a Challenge or an Opportunity for Societies?**

### **Articles for student abstracts**

9. Lee, R., Mason, A. & members of the NTA Network. 2014. Is low fertility really a problem? Population aging, dependency, and consumption. *Science* 346(6206): 229-234.
10. Michael Murphy. 2017. Demographic Determinants of Population Aging in Europe since 1850. *Population and Development Review* 43(2): 257-283.
11. James W. Vaupel. 2010. Biodemography of human ageing, *Nature* 464: 536-542.
12. John Wilmoth. 2000. Demography of longevity: past, present, and future trends. *Experimental Gerontology* 35(9-10): 1111-1129.

## **Week 5. February 5: Discussion: Memory, Creativity and Aging**

### **Articles for student abstracts**

13. M.M. Gullette. December 21, 2017. Against aging – how to talk about growing older. *Theory Culture & Society*. <https://www.theoryculturesociety.org/margaret-morganroth-gullette-aging-talk-growing-older/>
14. Zelinski, E., Dalton, S. & Hindin, S. S2011. Cognitive changes in healthy older adults. *Generations*, 35(2), 13-20.
15. Hallam, S., Creech, A. Varvarigou, M., McQueen H., & Gaunt, H., 2013. Does active engagement in community music support the well-being of older people? *Arts & Health: An International Journal for Research, Policy and Practice*, 1-16. DOI:10.1080/17533015.2013.809369.
16. Cohen, G. 2004. Research on Creativity and Aging: The Positive Impact of the Arts on Health and Illness. *Generations*, 30,(1), 7-15. <https://www.agingkingcounty.org/wp-content/uploads/sites/185/2016/07/research-on-creativity-and-aging.pdf>

## **Week 6. February 12: Discussion: What Types of Policies Can We Pursue to Address Social Inequalities? At What Point in the Life Course is it Optimal to Intervene?**

### **Articles for student abstracts**

17. Stephen Crystal, Dennis G. Shea, and Adriana M. Reyes. 2017. Cumulative Advantage, Cumulative Disadvantage, and Evolving Patterns of Late-Life Inequality. *The Gerontologist* 57(5): 910-920.
18. Jessica Y. Ho and Andrew Fenelon. 2015. The Contribution of Smoking to Educational Differences in U.S. Life Expectancy. *Journal of Health and Social Behavior* 56(3): 307–322.
19. Williams, David R. and Michelle Sternthal. 2010. Understanding Racial-ethnic Disparities in Health: Sociological Contributions. *Journal of Health and Social Behavior* 51(1): S15–S27.
20. Andrea E. Willson, Kim M. Shuey, and Glen H. Elder, Jr. 2007. Cumulative Advantage Processes as Mechanisms of Inequality in Life Course Health. *American Journal of Sociology* 112(6): 1886-1924.

Required Video: YouTube: Aging in Japan <http://youtu.be/FH0GNdjvWXQ> Time 14:10

## **Week 7. February 19:**

### **Mid-Term Exam (This will be a timed 1-Hour On-Line Exam)**

#### **Following exam: Discussion: Should We Ration Health Care for Older People?**

### **Articles for student abstracts**

21. Rosenblatt, L. & Harwitz, D. 1999. Fairness and rationing implications of medical necessity decisions. *The American journal of Managed Care*, 12(2), 1525-1531.
22. Callahan, D. (Summer, 2011). Cost and End-of-Life-Care: End-of-Life Care: A Philosophical or Management Problem? *J.L. Med. & Ethics*, 114.
23. Buyx, A., Friedrich, D., & Schöne-Seifert, B. 2011. Rationing by clinical effectiveness. *BMJ*, 342:d54.
24. Werntoft, E., Hallberg, I. R. & Edberg, A-K. 2007. Older people's reasoning about age-related prioritization in health care. *Nursing Ethics*, 14 (3), 399-412.

## **Week 8. February 26:**

### **Discussion: Should Families Provide for Their Own?**

### **Articles for student abstracts**

25. Pillemer, K., & Suitor, J.J. 2014). Who provides care? A prospective study of caregiving among adult siblings. *The Gerontologist*, 54, 589-598. <https://academic-oupcom.libproxy2.usc.edu/gerontologist/article/54/4/589/649545>
26. Gans, D., & Silverstein, M. (2006) Norms of filial responsibility for aging parents across time and generations. *Journal of Marriage and Family*, 68, 961-976.
27. Kosberg, J.I., Kaufman, A.V., Burgio, L.D., Leeper, J.D., & Fei Sun. 2007. Family caregiving to those with dementia in rural Alabama: racial similarities and differences. *Journal of Aging Health*, 19(1), 3-21.
28. Chan, A., Malhotra, C., Malhotra, R., Rush, A., & Æstbye, T. (2013). Health Impacts of Caregiving for Older Adults With Functional Limitations: Results From the Singapore Survey on Informal Caregiving.

**Week 9. March 05: Discussion: Moody Should Older People Be Protected From Bad Choices?**

**Articles for student abstracts**

29. Amstadter, A.B., Begle, A.M., Cisler, J.M., Hernandez M.A., Muzzy W., & Acierno R. 2010. Prevalence and correlates of poor self-rated health in the United States: the national elder mistreatment study. *American Journal of Geriatric Psychiatry*, 18(7), 615-23.
30. Strasser, S. & Fulmer, T. 2007. The clinical presentation of elder neglect: what we know and what we can do. *Journal of the American Psychiatric Nurses Association*, 12(6), 340-349. DOI: 10.1177/1078390306298879
31. Marin, M. R. & Huber, C. H. 2011. The Mexican American Elderly: Self-Reported Anxiety and the Mediating Influence of Family Protective Factors. *Family Journal*, 19: 63.
32. Calasanti, T. 2010. Gender relations and applied research on aging. *The Gerontologist*, 50, (6), 720–734 doi:10.1093/geront/gnq085

**Week 10. March 12: ---Spring Break---**

**Week 11 March 19: Discussion: Should People Have the Choice to End Their Lives?**

**Articles for student abstracts**

33. Curlin, F.A., Nwodin, C. Vance, J. L., Chin, M.H., and Lantos, J.D. 2008. Kosberg...Family caregiving: us physicians' religious and other objections to physician-assisted suicide, terminal sedation, and withdrawal of life support. *American Journal of Hospice & Palliative Medicine*, 25(2), 112-120.
34. Finlay, G. & George, R. (2011). Legal physician-assisted suicide in Oregon and The Netherlands: evidence concerning the impact on patients in vulnerable groups another perspective on Oregon's data. *J Med Ethics* 37:171-174.
35. Seno, V. L. 2010. Being-With Dying: Authenticity End-of-Life Encounters. *American Journal of Hospice & Palliative Medicine*. 27(6) 377-386 DOI: 10.1177/1049909109359628
36. Gopal, A. (2015). Physician-Assisted Suicide: Considering the Evidence, Existential Distress, and an Emerging Role for Psychiatry. *Journal of the American Academy of Psychiatry and the Law Online*, 43(2), 183-190.

**Week 12. March 26: Discussion: Social and Economic Outlook for an Aging Society**

**BOOK ASSIGNMENT DUE**

**Articles for student abstracts**

37. Kenneth F. Ferraro, Tetyana Pylypiv Shippee; Aging and Cumulative Inequality: How Does Inequality Get Under the Skin? *The Gerontologist*, Volume 49, Issue 3, 1 June 2009, Pages 333–343, <https://doi-org.libproxy1.usc.edu/10.1093/geront/gnp034>
38. Dannefer D. Cumulative advantage/disadvantage and the life course: Cross-fertilizing age and the social science theory, *Journal of Gerontology: Social Sciences*, 2003, vol. 58 (pg. S327-S337)
39. Motel-Klingebiel, A., Tesch-Roemer, C., & von Kondratowitz, H-J. 2005. Welfare states do not crowd out the family: evidence for mixed responsibility from comparative analyses. *Ageing & Society*, 25, 863–882.
40. Burr, J. A., Mutchler, J.E. & Caro, F.G. (2007). Productive activity clusters among middle-aged and older adults: Intersecting forms and time commitments. *The Journals of Gerontology*, 62B: pp. S267.

**Week 13. April 2: International Comparisons of Aging, Health, and Mortality**

**Discussion Questions: Where Do We Observe Successful Models of Aging? How Does the Experience of Very Aged Countries like China, Japan and Italy Inform our Understanding of Aging Populations?**

**Go over Sarton Book Papers Submitted 3/26**

## Articles for student abstracts

41. Mauricio Avendano, M. Maria Glymour, James Banks, PhD, and Johan P. Mackenbach. 2009. Health Disadvantage in US Adults Aged 50 to 74 Years: A Comparison of the Health of Rich and Poor Americans With That of Europeans. *American Journal of Public Health* 99(3): 540-548.
42. Jinkook Lee, Drystan Phillips, Jenny Wilkens, Sandy Chien, Yu-Chen Lin, Marco Angrisani, and Eileen Crimmins. 2018. Cross-Country Comparisons of Disability and Morbidity: Evidence from the Gateway to Global Aging Data. *J Gerontol A Biol Sci Med Sci* 73(11): 1519–1524.
43. Xizhe Peng. 2011. China’s Demographic History and Future Challenges. *Science* 333(6042): 581-587.
44. Jackson, S. & Liu, J. (2017) The social context of ageing and intergenerational relationships in Chinese families *Journal of Chinese Sociology*, 4, 2. <https://doi.org/10.1186/s40711-016-0050-1>  
<https://link.springer.com/article/10.1186/s40711-016-0050-1>

### **Week 14. April 9: Discussion Topics:**

**Age or Need? Social Security – Will it be there for you? – Will you be able or willing to Retire and When?**

## Articles for student abstracts

45. Seipel, M. September 2013. Social security: strengthen not dismantle. *Journal of Sociology & Social Welfare*, XL(3), 69-84
46. Veghte, B. W., Schreur, E. and Waid M. December, 2016. Social security and the racial gap in retirement wealth. *National Academy of Social Insurance* (48), 1-15.
47. Tucker, J. 2013. Strengthening Social Security: Views Among African Americans, Hispanic Americans, and White Americans. Policy Brief National Academy of Social Insurance, 1-10.
48. Polivka, L. & Baozhen, L. 2013. The future of retirement security around the globe. Generations, retrieved January 6, 2015. <http://www.asaging.org/blog/future-retirement-security-around-globe.54A>.

**ASA Conference New Orleans April 14-18 No Class**

### **Week 15. April 23: Discussion: Spirituality, Long-term Care and End of Life Issues**

#### **Prep for Final Exam**

## Articles for student abstracts

49. China’s Rapidly Aging Population Creates Policy Challenges In Shaping A Viable Long-Term Care System. *Health Affairs* (Project Hope), 31(12), 2764–2773. <http://doi.org/10.1377/hlthaff.2012.0535>  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3711106/>
50. Thompson, N., Allan, J., Carverhill, P.A., Cox, Davies B., Doka, K., Granek, L., Harris, D., Ho, A., Klass, D., Small N., & Wittkowski J. G.R. (2016) The case for a sociology of dying, death, and bereavement, *Death Studies*, 40:3, 172-181, doi: 10.1080/07481187.2015.1109377
51. Rubinstein, R. L., Black, H. K., Doyle, P. J., Moss, M., & Moss, S. Z. (2011). Faith and End of Life in Nursing Homes. *Journal of Aging Research*, 2011, 390427. <http://doi.org/10.4061/2011/390427>  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3100595/>
52. Black H. K. & Hannum S. M. (2015) Aging, Spirituality, and Time: A Qualitative Study, *Journal of Religion, Spirituality & Aging*, 27:2-3, 145- 165, DOI: 10.1080/15528030.2014.1003274

**Study Days April 27-April 30, 2019**  
**FINAL EXAM (Thursday May 2, 2019 ~Timed 2-hour in-class online exam)**



## **V. STATEMENT FOR STUDENTS WITH DISABILITIES**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:

[http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html), (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) [ability@usc.edu](mailto:ability@usc.edu).

## **VI. STATEMENT ON ACADEMIC INTEGRITY**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

There is no place in the field of aging for people who do not abide by standard ethical and professional behavior for both academic and clinical settings. Unethical conduct, in violation of USC's Code of Ethics, is not tolerated. Unethical behavior includes cheating, signing another person into class, buying papers that someone else wrote, fabricating research data, making up interviews, misrepresenting yourself in relation to class, and handing in papers or presenting presentations that have not been written by you, in your own words, for this class, for the specific assignment. All written material must be submitted through Turnitin and will not be accepted via email. If you plagiarize others' work of any kind, in a paper, a spoken video or presentation, or discussion post, your paper, presentation, or posts will be reported to the Dean's office and will be turned into the USC Student Judicial Affairs and Community Standards Office. Furthermore, you will receive a Missing Grade for the course until the case is examined. If the SJACS finds that you violated standards, you will fail the class and may be expelled. If you do not use course materials in your writing and presentations, turn in papers that do not demonstrate you have written the paper or speech yourself, present material that you have constructed yourself, and done the assignment as expected, using your own thoughts and learning, your paper will be reported to the Student Judicial Affairs office as well.

Turning in a paper, test, or giving an oral presentation that you did not write originally, for this course, is cheating and will be treated as such. Upon enrolling in this course, it is assumed and expected that you have read the syllabus and academic integrity rules, agree to abide by them, and understand that violations will be reported to SJACS and to the Gerontology Dean's Office.

## **VII. EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

### **SUPPORT SYSTEMS**

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255 Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

<http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

<https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086 Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessmentresponse-support/>