

GERO 483: Global Health and Aging

Units: 4.0

Fall 2022—Tuesdays/Thursdays—Time: 12:00-1:40 pm

Location: GER 230

Instructor: Shane D. Burns, PhD, MPH

Office: GER 219A

Office Hours: By appointment

Contact Info: Email: shanebur@usc.edu

The Syllabus

This syllabus is a handbook and contract for the course. You should consult it regularly. Before asking me about assignments, grade policies, and due dates, please check your syllabus to be sure the answer is not included there already. Please note that I reserve the right to alter the syllabus during the semester if needed. I will provide notice of any changes in this course through Blackboard which links to your USC email account. Please maintain your USC e-mail account. You are responsible for any changes in the syllabus that are announced in class, in Blackboard, and/or through e-mail messages sent to your USC account.

Course Description

In an increasingly globalized world, measuring and studying the health of populations has become a key priority. This course addresses the foundational issues in global health and aging today and is appropriate for students of all levels. The focus of the course will be on both developed and developing countries. Readings and assignments will cover health in developing and newly industrialized countries including India, Nigeria, Brazil, and China, as well as in developed countries like the United States, Japan, and Switzerland.

Topics will include demographic transition, health behaviors, health care systems, pharmaceuticals, health inequalities, pension systems, and many other topics. Students will develop an understanding of the answers to questions such as: Are people living longer and getting healthier over time? What factors are contributing to improvements in health or to declines in life expectancy? Are some countries experiencing more rapid gains in health than other countries?

Population aging is the dominant demographic trend of the 21st century, and nearly all countries around the world are aging. The health factors described above are playing a prominent role in the differential pathways of aging in countries around the world. Students will assess how health influences population aging and explore population aging's social, economic, and political consequences. Among the questions we will consider are: Which countries are aging most and least rapidly, and why? How will health care systems, families, and governments cope with the demands of population aging? What policies are governments enacting, proposing, or modifying to address population aging?

Learning Objectives

- Understand the key measures used to characterize levels of population health and aging.
- Discuss the challenges and opportunities population aging poses for health care systems, families, and governments as well as population aging's social, economic, and political dimensions.
- Relate social theories and science of aging to understanding heterogeneity, inequality, and context of aging.
- Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.

By the end of the course, students will be able to:

- 1) Discuss why population aging is happening and what its implications are for societies around the world.
- 2) Define the key measures and indicators used to measure global health and aging, what they mean, and what data sources they come from.
- 3) Discuss how countries and institutions set aging support and health agendas.
- 4) Create effective figures using data on global health and aging.

Textbook

Whittington, Frank J., Suzzane R. Kunkel, and Kate de Medeiros. 2019. *Global Aging*, 2nd edition. Springer Publishing Company.

Required Readings and Supplementary Materials

All supplementary readings will be posted on Blackboard. It is required that you have internet access and [Respondus Lockdown Browser](#) for exams.

Course Notes

Grading type: Letter

Lecture slides and other class information will be posted on Blackboard. All lectures will be recorded and posted on Blackboard.

Description and Assessment of Assignments

Grades are based on class participation, two exams (midterm and final), a short (5-7 page) paper, and a short in-class presentation. Students are expected to complete all of the assigned readings by the indicated dates.

<p>Participation: Students are required to attend all classes and are expected to participate in class.</p>
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<p>Midterm Exam: Students will have 1 hour and 40 minutes to complete this exam. The exam will consist of multiple choice, true/false, and short answer questions.</p>

<p>Short Paper Assignment – Country Paper: The purpose of this assignment is to describe and characterize the overall levels of health and aging in a country of your choice. Countries/regions that cannot be chosen: United States, China, UK, and Colombia.</p>

FORMATTING: 5-7 pages double-spaced (page limits DO NOT include references or the figure), Times New Roman, 1-inch margins. Use page numbers.

CONTENT: Your paper should use the following seven headings:

I. Introduction – Briefly describe the country you have chosen in about 1-2 paragraphs. You should include the region of the world in which the country is located, the country's income category according to the World Bank, and any other information you feel is relevant.

II. Health and Mortality – Characterize health and mortality in this country using the measures we have discussed in class, including the country's life expectancy at birth and the leading causes of death in this country. Include what year(s) these measures are from (for example, "In 2017, life expectancy at birth in this country was X years.") Include a brief assessment of how reliable you think this country's health and mortality data are and why. Briefly describe the country's health care system, including your assessment of whether the system is meeting the health needs of the country.

III. Aging – Characterize aging in this country using the measures we have discussed in class, including the percent of the population at older ages (e.g., at ages 65+, 75+, 85+, or 90+) and the old-age dependency ratio. Include what year(s) these measures are from. This should include a brief description of what formal systems (if any) are in place to provide for older adults or whether it falls entirely to families to provide care and support in old age.

IV. Figure - Locate data on one aspect of health, mortality or aging from a reliable data source. Using Excel (or a software program of your choice), create a figure using these data. The figure must have: 1) a title, 2) all axes labeled with units (for example, "Life Expectancy at Birth (Years)", and 3) a note at the bottom with the source, which should be included in the references section (for example "Source: World Health Organization (2018)"). You should refer to and briefly describe this figure in either section II or section III. We will review examples of reliable sources and go over how to create figures in Excel in class.

VI. Recommendation – Based on your familiarity with this country, briefly describe one policy related to health or aging that you think it should pursue, and why you think the country should implement this policy.

Conclusion – In one paragraph, briefly summarize the future health and aging outlook for this country – what are the key health and mortality challenges facing this country, and is it equipped to meet them? Is population aging something that the country is facing now, will be facing in the next few decades, or will not face until far in the future? How prepared is the country to deal with the challenges associated with population aging?

VII. References – Using a standard and consistent referencing format (e.g., APA style, Chicago style, etc.), include a complete list of all the references you have cited in your paper and any sources of data you have used, including the data used in your figure.

OTHER GUIDELINES: Use complete sentences throughout the paper. The paper should include references to reliable sources that you use to build your profile of the country. Do not copy and paste from these sources – you must put everything in your own words. Please comply with all university policies regarding academic integrity, conduct, and plagiarism.

In-Class Presentation: Global Health Forum

During the second half of the semester, we will hold a global health forum during which each student gives a PowerPoint presentation based on their country paper assignment.

*** IMPORTANT ***: USC defines learning hours as 7:00 am to 10:00 pm in the student's time zone. If our class time (10:00 am to 11:40 am PT) falls outside the learning hours in your time zone, please e-mail me (shanebur@usc.edu) to let me know, and we can make arrangements to prerecord your presentation so it can be played during the scheduled class time.

GUIDELINES: This presentation should be between 5-7 minutes. Please practice and time your presentation ahead of class to make sure it fits within the time limits.

PowerPoint slides: any number is fine as long as you are within the time limit. A good rule of thumb is 1 slide per minute, so this would mean 5-7 slides total.

During the presentation, you **must cover** the following 6 points:

- 1) The name of country and where in the world it's located
- 2) Briefly characterize health and mortality in this country, including its level of life expectancy at birth and the leading causes of death
- 3) Briefly characterize the level of population aging in this country using the percent of the population at older ages and/or the old-age dependency ratio
- 4) During 2) or 3), show and briefly describe the figure you have created (the guidelines for this figure are provided under Short Paper Assignment – Country Paper Instructions above).
- 5) Briefly describe a policy related to health and aging that you recommend for this country. Explain why.
- 6) State one "fun fact" you didn't know about this country (related to health and aging) before starting this project

As long as you cover these 6 points and stay within the 5-7 minute time limit, you are welcome to include any other information that is relevant to health, mortality, and aging in the country.

Final Exam: Students will have 2 hours to complete this exam during the time slot scheduled by the university. The exam will consist of multiple choice, true/false, and short answer questions.

Grading Breakdown

Grades are based on class participation, two exams (midterm and final), a short (5-7 page) paper, and one in-class presentation. Students are expected to complete all of the assigned readings by the indicated dates.

Assessment Tool (assignments)	Points	% of Grade	Due Date
Midterm exam	120	30%	October 4, 2022
Country paper	100	25%	November 15, 2022
In-class presentation	60	15%	November 17, 2022
Final exam	120	30%	December 13, 2022
TOTAL	400	100%	

Grading Scale

A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	59.99 and below

Assignment Submission Policy

All assignments (country paper and PowerPoint presentation) must be uploaded to Blackboard by 11:59 pm Pacific Time on the specified due dates.

Additional Policies

Late work will be subject to a reduction in grade according to circumstances, reason for lateness, and a general rule of 2% of the assignment grade per day the assignment is late. No assignments will be accepted after the final class session.

Other Areas of Importance	Description
Technological Proficiency and Hardware/Software Required	<p><u>Technological Proficiency and Hardware/Software Required</u></p> <p>Review Blackboard announcements and check USC email frequently. Students are expected to make themselves aware of all announcements made on Blackboard, as <u>Blackboard announcements</u> will serve as the primary form of communication with students. Similarly, students are also expected to check their USC email frequently, as all Blackboard announcements will also be sent by e-mail (correspondence from professors will be sent to student USC email accounts). If not familiar with Blackboard, students are expected to go through the tutorials provided online at http://studentblackboardhelp.usc.edu/ Full understanding of the system will be necessary for participation in this course. Students will also need to understand how to successfully submit assignments through the turnitin.com link on Blackboard. If not familiar with turnitin, students should go through the tutorials provided online at http://studentblackboardhelp.usc.edu/coursework/submitted-work-turnitin/</p>
IT Help	<p>IT Help: For assistance with Blackboard, you can contact the USC Blackboard Help Line at (213) 740-5555, select Option 2. They are available 24 hours a day to assist you. You can also find USC's Blackboard Help for Students materials at https://studentblackboardhelp.usc.edu/.</p>
Grade Appeals and Disputed Grades	<p><u>GRADE APPEALS AND DISPUTED GRADES</u></p> <p>As stated in the Academic Policies section of the University Catalogue, – A grade once reported to the Office of Academic Records and Registrar may not be changed except by request of the faculty member to the Committee on Academic Policies and Procedures (CAPP) on a Faculty Request for a Correction of Grade form. Changes should be requested only on the basis of an actual error in assigning the original grade, not on the basis of a request by the student or special consideration for an individual student. Students are not permitted to complete course work after the semester has ended.</p>
Incompletes	<p><u>Incompletes</u></p> <p>In the case of a documented emergency that occurs after the withdrawal date and/or during the final exam period, students should consult the instructor about receiving a grade of Incomplete (IN) for the semester.</p> <p>The Registrar's recommended definition of emergency "An unforeseeable situation or event beyond the student's control that prevents her from taking the final examination or final summative experience." Based on this definition, a student may not request an IN before the withdrawal deadline. The rationale is that the student has the option to drop the course until the withdrawal date. The grade of IN exists so there is a remedy for illness or emergency which occurs after the deadline to withdraw.</p>

<p>Student Course Evaluations</p>	<p>Student Course Evaluations</p> <p>Gerontology conducts mid-semester evaluations during the fall and spring semester. These are very helpful to us and we appreciate your participation. You should also feel free to e-mail us at any time with your feedback regarding the course.</p> <p>Learning Experience Evaluations will be conducted at the end of the semester. This will be your opportunity to provide feedback about your learning experience in the class. This feedback helps the instructor determine whether students are having the intended learning experiences for the class. It is important to remember that the learning process is collaborative and requires significant effort from the instructor, individual students, and the class as a whole. Students should provide a thoughtful assessment of their experience, as well as of their own effort, with comments focused on specific aspects of instruction or the course. For this feedback to be as comprehensive as possible, all students should complete the evaluation.</p>
<p>Excused Absence Policy</p>	<p><u>Excused Absences</u></p> <p>We believe that attendance, participation, and timely completion of assignments are an important part of the learning experience. However, students may experience illness, travel due to participation in university activities (athletics, band, competitions, etc.), or may need to miss class due to religious observances or personal emergencies. Please communicate with us when this happens. If you are experiencing a serious illness or are dealing with a complex issue, you can contact USC's Campus Support & Intervention office for assistance - Tutor Campus Center, TCC Suite 421, telephone: 213-740-0411, email: uscsupport@usc.edu.</p>
<p>Religious Accommodation Statement</p>	<p><u>Religious Accommodations</u></p> <p>University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance. For more information, please visit the Office of Religious Life for the full policy: https://orl.usc.edu/life/calendar/absences/</p>
<p>Statement for Students with Disabilities</p>	<p><u>Statement for Students with Disabilities</u></p> <p>Any student requesting academic accommodations based on a disability is required to register with Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS is located in GFS 120 and is open 8:30 am – 5:00 pm, Monday through Friday. Website for OSAS :http://osas.usc.edu and contact information: (213) 740-0776 (Phone), (213) 740-8216 (FAX), osasfrontdesk@usc.edu(Email).</p>

Emergency Preparedness/Course Continuity In A Crisis	<u>EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS</u> 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. See the university's site on <u>Campus Safety and Emergency Preparedness</u> .
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Course Schedule: A Weekly Breakdown

	Dates	Topics/Daily Activities	Readings/Preparation*	Deliverables/ Due Dates
Week 1	8/23	Syllabus and Course Overview	Syllabus (Pre-recorded lecture on Blackboard)	
	8/25	Our Aging World	Chapter 1 (Pre-recorded lecture on Blackboard)	
Week 2	8/30	Ch. 2: The Study of Global Aging	Chapter 2	
	9/1	Comparative Global Aging	Readings: Crimmins and Zhang 2019; Wong et al. 2017; Lee et al. 2018	
Week 3	9/6	Demographic Perspectives on an Aging World	Chapter 3	Submit list of 3 countries for country paper assignment
	9/8	Demographic Transition; Population Pyramids	Population Education; Our World in Data; Census IDB; World Bank	
Week 4	9/13	Aging Environments	Chapter 4	
	9/15	Products of Our Environment	Readings: Bacsu et al. 2014; Zimmer et al. 2021; Buettner 2016	
Week 5	9/20	Aging in China	Guest Lecturers: Erfei Zhao & Qiao Zhang	
	9/22	Aging in the UK	Guest Lecturer: Rachel Wilkie	
Week 6	9/27	Health Patterns and Behavior	Chapter 5	
	9/29	Disability, Health, and Aging	N/A	
Week 7	10/4	Midterm exam	N/A	Midterm exam
	10/6	Data Workshop for Country Paper	N/A	
Week 8	10/11	Health Care Systems	Chapter 6	
	10/13	Fall recess – no class	N/A	Fall recess – no class
Week 9	10/18	Long-Term Services and Supports	Chapter 7	
	10/20	Older Workers	Chapter 8	
Week 10	10/25	Retirement and Pensions	Chapter 9	

	10/27	Families	Chapter 10	
Week 11	11/1	Caregiving	Chapter 11	
	11/3	Religion	Chapter 12	
Week 12	11/8	Aging on the Margins: Part 1	Readings: Furlotte et al. 2016; Banerjee and Rao 2021; Hsieh et al. 2022	
	11/10	Aging on the Margins: Part 2	Readings: Garcia et al. 2021; Strong et al. 2019; Pandey et al. 2022	
Week 13	11/15	No class	N/A	Country paper due
	11/16	N/A	N/A	PowerPoint presentation due
	11/17	Global Health and Aging Forum	N/A	In-class presentations
Week 14	11/22	Aging in Colombia	Guest Lecturer: Margarita Osuna	
	11/24	Thanksgiving Holiday	N/A	Thanksgiving holiday - no class
Week 15	11/29	Aging Futures: The African Century	N/A	
	12/1	Aging Futures: COVID-19 and Climate Change	N/A	
FINAL	12/13	Final exam dates are set by the university. The final exam will be on Tuesday, December 13 from 11 a.m.-1 p.m.		

* Full references list for readings provided below

STATEMENT ON ACADEMIC INTEGRITY

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. 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 the instructor. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>

STATEMENT OF DIVERSITY & INCLUSION

The USC Leonard Davis School of Gerontology is committed to creating an inclusive classroom environment that values the diversity of all its members. The School is committed to providing a purposefully inclusive community where all members and visitors are free from all intolerant behavior (including but not limited to harassment, verbal or written abuse, threats, ridicule, or intimidation). We encourage all members within our community to embrace and learn from the diversity within our classroom, school, and university.

Diversity at USC: Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

SUPPORT SYSTEMS

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086/ (213)821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias or Harassment Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Reference List for Readings

Week 1

8/23: Syllabus and Course Overview

GERO 483 Syllabus

8/25: Our Aging World

1. *Global Aging*: Chapter 1

Week 2

8/30: The Study of Global Aging

1. *Global Aging*: Chapter 2

9/1: Comparative Global Aging

1. Crimmins, Eileen M., and Yuan S. Zhang. "Aging populations, mortality, and life expectancy." *Annual Review of Sociology* 45 (2019): 69-89.
2. Wong, Rebeca, Alejandra Michaels-Obregon, and Alberto Palloni. "Cohort profile: the Mexican health and aging study (MHAS)." *International journal of epidemiology* 46, no. 2 (2017): e2-e2.
3. Lee, Jinkook, Drystan Phillips, Jenny Wilkens, Sandy Chien, Yu-Chen Lin, Marco Angrisani, and Eileen Crimmins. "Cross-country comparisons of disability and morbidity: Evidence from the gateway to global aging data." *The Journals of Gerontology: Series A* 73, no. 11 (2018): 1519-1524.

Week 3

9/6: Demographic Perspectives on an Aging World

1. *Global Aging*: Chapter 3

9/8: Demographic Transition; Population Pyramids

1. <https://populationeducation.org/what-demographic-transition-model/>
2. <https://ourworldindata.org>
3. https://www.census.gov/data-tools/demo/idb/#/country?COUNTRY_YEAR=2022&COUNTRY_YR_ANIM=2022
4. <https://data.worldbank.org/indicator>

Week 4

9/13: Aging Environments

1. *Global Aging*: Chapter 4

9/15: Products of Our Environment

1. Bacsu, Juanita, Bonnie Jeffery, Sylvia Abonyi, Shanthi Johnson, Nuelle Novik, Diane Martz, and Sarah Oosman. "Healthy aging in place: perceptions of rural older adults." *Educational Gerontology* 40, no. 5 (2014): 327-337.
2. Zimmer, Zachary, Kathryn Fraser, Kim Korinek, Mevlude Akbulut-Yuksel, Yvette Marie Young, and Tran Khanh Toan. "War across the life course: examining the impact of exposure to conflict on a comprehensive inventory of health measures in an aging Vietnamese population." *International journal of epidemiology* 50, no. 3 (2021): 866-879.
3. Buettner, Dan, and Sam Skemp. "Blue zones: lessons from the world's longest lived." *American journal of lifestyle medicine* 10, no. 5 (2016): 318-321.

Week 5

9/20: Aging in China

1. No required readings

9/22: Aging in the UK

1. No required readings

Week 6

9/27: Health Patterns and Behavior

1. *Global Aging*: Chapter 5

9/29: Disability, Health, and Aging

1. No required readings

Week 7

10/4: Midterm exam

10/6: Data Workshop for Country Paper

1. No required readings

Week 8

10/11: Health Care Systems

1. *Global Aging*: Chapter 6

10/13: Fall recess (No class)

Week 9

10/18: Long-Term Services and Supports

1. *Global Aging*: Chapter 7

10/20: Older Workers

1. *Global Aging*: Chapter 8

Week 10

10/25: Retirement and Pensions

1. *Global Aging*: Chapter 9

10/27: Families

1. *Global Aging*: Chapter 10

Week 11

11/2: Caregiving

1. *Global Aging*: Chapter 11

11/4: Religion

1. *Global Aging*: Chapter 12

Week 12

11/8: Aging on the Margins: Day 1

1. Furlotte, Charles, James W. Gladstone, Robert F. Cosby, and Kerri-Ann Fitzgerald. "'Could we hold hands?' Older lesbian and gay couples' perceptions of long-term care homes and home care." *Canadian Journal on Aging/La Revue canadienne du vieillissement* 35, no. 4 (2016): 432-446.
2. Banerjee, Debanjan, and TS Sathyanarayana Rao. "'The Graying Minority': lived experiences and psychosocial challenges of older transgender adults during the COVID-19 pandemic in India, a qualitative exploration." *Frontiers in Psychiatry* 11 (2021): 604472.
3. Hsieh, Evelyn, Rosa Polo, Han-Zhu Qian, Maria J. Fuster-RuizdeApodaca, and Julia del Amo. "Intersectionality of stigmas and health-related quality of life in people ageing with HIV in China, Europe, and Latin America." *The Lancet Healthy Longevity* (2022).

11/10: Aging on the Margins: Day 2

1. Garcia, Marc A., Patricia A. Homan, Catherine García, and Tyson H. Brown. "The color of COVID-19: Structural racism and the disproportionate impact of the pandemic on older Black and Latinx adults." *The Journals of Gerontology: Series B* 76, no. 3 (2021): e75-e80.
2. Strong, Jonathan, Christopher Varady, Najla Chahda, Shannon Doocy, and Gilbert Burnham. "Health status and health needs of older refugees from Syria in Lebanon." *Conflict and health* 9, no. 1 (2015): 1-10.
3. Pandey, Nisha Mani, Rakesh Kumar Tripathi, Sujita Kumar Kar, K. L. Vidya, and Nitika Singh. "Mental health promotion for elderly populations in World Health Organization South-East Asia Region: Needs and resource gaps." *World Journal of Psychiatry* 12, no. 1 (2022): 117.

Week 13

11/15: Country paper due (No class)

11/16: PowerPoint presentation due

11/17: Global Health and Aging Forum

Week 14

11/22: Aging in Colombia

1. No required readings

11/24: Thanksgiving Holiday (No class)

Week 15

11/29: Aging Futures: The African Century

1. No required readings

12/2: Aging Futures: COVID-19 and Climate Change

1. No required readings

Final Exam: December 13th (11 a.m.-1 p.m.)