



Course Instructor

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Office Hours: MW 10:30-12:00, by appointment or via email

Class Meeting Times

This course is self-paced within a structure of scheduled course work. Students will progress through the course as a cohort and will complete and/or submit course online. There are no required scheduled (online) class meetings.

Course Site

To access the course site, log into Iowa Courses Online (ICON) using your Hawk ID and password.
<http://icon.uiowa.edu/index.shtml>

Academic Course Home

College of Liberal Arts and Sciences

Prerequisites

None

Course Goal and Objectives

This course introduces core concepts and methods related to aging and policies that address the needs of older persons. The course is divided into two parts. The first part will introduce students to theories of public policy as well as describe the involvement of older persons in the political process. The second part of the course will be devoted to identifying key historical and current policies—at both the federal and state/local levels—that influence service provision and the well-being of older persons in the United States. Along the way, students we also focus on demographic measures of population health and aging, including incidence and distribution of specific conditions relevant in older age.

The course is intended to help you

- Have a basic understanding of the policy process, particularly as it relates to health policy
- Describe and evaluate the major debates surrounding aging and public policy in American society
- Develop unique insight into the ways that the political participation and organization of older persons influence government decisions
- Expand your knowledge about specific health policies related to aging including Medicare, Medicaid, Social Security, the Older Americans Act, The Age Discrimination Act, and the Affordable Care Act

The course fulfills a requirement for the Aging Studies Certificate, which is conducted through the School of Social Work. The course also meets criteria put forth by the Association for Gerontology in Higher Education. Political science majors and students from other disciplines, and Master’s degree students interested in projects and theses in this area, or potential fieldwork, and those considering future work in public policy will also find the course useful.

All lectures will be recorded and provide ArcGIS demonstrations, presentations of GIS application for planning purposes and additional insight into other GIS resources.

Media/System Requirements

Listed below are the media/system requirements applicable to this course:

- **System requirements.** Computer with Internet access and a sound card. See specific requirements here, <http://www.continuetolearn.uiowa.edu/facultysupport/idev/connect/index.html>.
- The latest version of [Adobe Reader](#) and the [Microsoft Silverlight Player](#) must be installed in your computer in order to access course materials posted on ICON, such as the pre-recorded lectures and lesson study guides.
- **Need Technical Support?** Contact Continuing Education technical support staff at dce-techsupport@uiowa.edu.

Required Textbook/Media

The **required textbooks** for this course are:

Hudson, Robert B. (Editor). *The New Politics of Old Age Policy*. 3rd edition. Johns Hopkins University Press.

Campbell, Andrea. 2003. *How Policies Make Citizens: Senior Political Activism and The American Welfare State*. Princeton, NJ: Princeton University Press.

Note: The books above may be ordered from the vendor of your choice (e.g. Amazon) or from a local bookstore. Listed below are bookstores in the Iowa City area; students may order books from these vendors **online** (visit vendor website), or by **phone**. **Walk-in orders** are also accepted. **Exact editions are required.**

- **Iowa Book, L.L.C.** Web: <http://www.iowabook.com/> Phone: 319.337.4188

Grading Criteria

Final course grades will be assessed based on the student’s performance in the following items:

	<u>% of final grade</u>
Online quizzes (10)	20%
Participation in Discussion Forums (8)	20%
Exams (3)	60%
Total:	100%

Course grades will be distributed as follows:

98-100: A+	78-79: C+
94-97: A	74-77: C
90-93: A-	70-73: C-
88-89: B+	68-69: D+
84-87: B	64-67: D
80-83: B-	60-63: D-
	Below 60: F

Course Structure

This course is being offered over the World Wide Web as a Distance Education offering. Students will **login to the course site** on ICON to access the course materials (syllabus, assignments, schedules) and the discussion forums. For details of the course assignments and activities, see the **“Course Work”** section of this syllabus. Course content consists of the textbooks, additional articles, documentaries, and several websites.

Students are expected to visit the course site regularly to:

- **Access assigned course materials (posted on the “Content” page)** such as pre-recorded lectures and journal articles or additional readings.
- **Review the course homepage regularly** for any updates related to the course “News” and/or “Calendar.”

In addition, students will visit the course site to:

- **Participate** in the “Discussions” forum. Discussions will be based upon the assigned textbook chapters, course lectures, and assignments. There will be a Discussion Forum area roughly biweekly of the course, containing one or more discussion topics. The first posting of each topic (before any students make postings) will be from the instructor. First, it will remind you of what you should have completed for the week (tutorials, videos, assignments, etc.). Second, it will describe what you should write in your own posting for that topic. That may be to answer one or more questions about the weekly topics and/or activities. Finally, it will describe how your posting will be graded. Students are expected to not only respond to the questions, but also comment on other student postings to generate discussion.

Email & Communications:

Email is the official method of communication for this course. Students can expect to receive biweekly communications from the instructor (via email) **introducing assigned course-work.**

Course Work

Quizzes (12):

There will be 12 online quizzes covering material from the lectures and assignments. Each quiz is worth 5 points and consists of five multiple choice and/or matching questions. Students will have 5 minutes to complete each quiz via ICON (“Quizzes” page). Due dates are listed in the course calendar. Students are allowed to drop their 2 lowest scores.

Online Discussions (8):

Students will participate in roughly biweekly online discussions. Discussions will be based on questions from the instructor relevant to the lectures, readings, and occasionally, documentary videos. Students will answer instructor questions and then discuss the questions with classmates. See the “Course Calendar” for posting deadlines.

Exams (3):

Another requirement of this course is the completion of three **50-minute online proctored examinations** (ICON) consisting primarily of multiple choice questions. Each exam will cover roughly 1/3 of the course and are non-cumulative.

- As mentioned above, this course requires a proctored examination. **Local students** will take the exam in the DCE Testing Center (no charge). Off-campus students will take exams using an online proctored exam service. **Off-campus students** are responsible for proctoring fees (\$20 per exam) and must have access to a computer with a webcam and headset/microphone. Off-campus students who do not have access to a computer with a webcam and headset/microphone can contact the Division of Continuing Education (dce-exams@uiowa.edu) and make arrangements to take exams in person with an approved proctor.
- Information regarding **exam registration**, scheduling, and policies is posted on the course homepage (ICON).
- Both local and off-campus students will access and complete their exams via ICON. During the examination date, a proctor will release the exam in ICON for completion.

Course and University Policies:

As a registered student in a Continuing Education course through The University of Iowa, you are responsible for the course and university policies posted below.

Course Policies:

Email & Communications: Email is the official method of communication for this course. Students can expect to receive weekly-biweekly communications from the instructor (via email) **introducing assigned course-work**. I will try my best to respond to emails, although students should not expect an immediate response after 8:00 pm.

Due Dates and Missed Deadlines: Due dates are posted on the course outline below as well as on the calendar online. **Students who miss the deadlines will not receive credit for the assignment.**

Netiquette: The term “netiquette” refers to the do’s and don’ts of online communication. As it applies to this online course, it is my expectation that students will communicate effectively and respectfully with each other and the instructor. For tips on “Netiquette” technique, visit: <http://www.albion.com/netiquette/>

Course Calendar

This course is self-paced within a structure of scheduled course work. Although you are not required to meet in a classroom, we will progress through the course materials as a class. For this reason, you must manage your time effectively according to the firm due dates listed in the calendar below. To complete each module, review the module objectives (ICON), watch the weekly lectures, complete the assigned readings, engage in the online discussions, and/or submit quizzes.

Week 1 Module 1: What is Aging & Demography of Aging (August 22-26)	
<p>Due Dates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly Quiz: Due by 8/28 (Sun.) 	<p>This Week:</p> <ul style="list-style-type: none"> ▪ Watch Lectures #1 and #2 (posted on the course site under “Content” > “Lectures & Handouts”) ▪ Read National Institute on Aging. “Why Population Aging Matters.” Bethesda, MD: National Institutes of Health 2007 Current Population Reports. “An Aging Nation: The Older Population in the United States.” US Department of Commerce. ▪ Take Quiz #1 (see “Quizzes” page).
Week 2 Module 2: The Public Policy Process (August 29-September 2)	
<p>Due Dates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly Quiz: Due by 9/4 (Sun.) <input type="checkbox"/> Online Discussion 1: What is Healthy Aging? Initial posting due 09/4; replies due 09/9 	<p>This Week:</p> <ul style="list-style-type: none"> ▪ Watch Lecture #3 & Lecture #4 (posted on the course site under Module #2) ▪ Read Petridou, Evangelia. 2014. “Theories of the Policy Process: Contemporary Scholarship and Future Directions.” <i>PSJ ON ICON</i> Hudson. Chapter 5. “The Shifting Political Construction of Older Americans as a Target Population.” ▪ Engage: Online Discussion 1 ▪ Watch: “Millennials Show us What Old looks like” ▪ Take Quiz #2 (see “Quizzes” page).
Week 3 Module 3: Political Participation of Senior Citizens (September 5-9)	
<p>Due Dates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly Quiz: Due by 9/11 (Sun.) 	<p>This Week:</p> <ul style="list-style-type: none"> ▪ Watch Lecture #5 (posted on the course site under Module #3) ▪ Read Campbell (2003) Chapters 2 & 3; pgs. 65-78

<input type="checkbox"/> Online Discussion 2: Cognitive Limits on Voting? initial posting due 9/11; replies due 9/16	<input type="checkbox"/> Take Quiz #3 (see “Quizzes” page).
Week 4 Module 4: Public Opinion among Older Persons (September 12-16)	
<p>Due Dates:</p> <input type="checkbox"/> Weekly Quiz: Due by 9/18 (Sun) <input type="checkbox"/> Online Discussion 3: Young vs. Aged for 2016 Election; Initial posting due 9/18; replies due 9/23	<p>This Week:</p> <ul style="list-style-type: none"> ▪ Watch Lectures #6 and #7 (posted on the course site under Module #4) ▪ Read: AARP Report on Social Security ON ICON ▪ “Medicare as reflected in Public Opinion” ON ICON ▪ Engage: Online Discussion 3 ▪ Watch: “Florida Senior Citizens & 2016 Election” “Young Voters & 2016 Election” ▪ Take Quiz #4 (see “Quizzes” page).
Week 5 EXAM #1: September 19-20	
<p>Due Dates:</p> <input type="checkbox"/> Take Exam #1 within the following dates: September 19-20	<p>This Week:</p> <ul style="list-style-type: none"> ▪ Take Exam #1
Week 6 Module 5: Senior Citizen Participation and Public Policy (September 26-30)	
<p>Due Dates:</p> <input type="checkbox"/> Weekly Quiz: Due by 10/2 (Sun)	<p>This Week:</p> <ul style="list-style-type: none"> ▪ Watch Lectures #8 (posted on the course site under Module #5) ▪ Read: Campbell (2003) Chapters 5 & 6 ▪ Take Quiz #5 (see “Quizzes” page).
Week 7 Module 6: The AARP (October 03-07)	
<p>Due Dates:</p> <input type="checkbox"/> Weekly Quiz: Due by 10/9 (Sun.)	<p>This Week:</p> <ul style="list-style-type: none"> ▪ Watch Lecture #9 & Lecture #10 (posted on the course site under Module #6) ▪ Read Anderson, Lindsey. 2015. “Changing the story of retirement: How AARP utilizes a strategic narrative to advocate for the aging workforce.” ON ICON ▪ Take ICON Quiz #6 (see “Quizzes” page).
Week 8 Module 7: Social Security (October 10- 14)	
<p>Due Dates:</p> <input type="checkbox"/> Weekly Quiz: Due by 10/ 16 (Sun.) <input type="checkbox"/> Online Discussion 4: initial posting due 10/16; replies due 10/21	<p>This Week:</p> <ul style="list-style-type: none"> ▪ Watch Lecture #11 (posted on the course site under Module #7) ▪ Read Hudson. Chapter 9. “Social Security, the Great Recession, and the Entitlements Problem” ▪ Engage: Online Discussion 4 ▪ Take ICON Quiz #7 (see “Quizzes” page).
Week 9 Module 8: Medicare (October 17- 21)	
<p>Due Dates:</p> <input type="checkbox"/> Weekly Quiz: Due by 10/23 (Sun.) <input type="checkbox"/> Online Discussion 5: initial posting due 10/23; replies due 10/28	<p>This Week:</p> <ul style="list-style-type: none"> ▪ Watch Lecture #12 (posted on the course site under Module #8) ▪ Read Hudson. Chapter 10. “The Medicare Challenge: Clients, Cost Controls, and Congress.” Overview of Medicare on ICON

Engage: Online Discussion 5
Take Quiz #8 (see “Quizzes” page)

Week 10 | Module 9: Medicaid/Affordable Care Act (October 24-28)

Due Dates:

- Weekly Quiz:** Due by 10/30 (Sun.)

This Week:

- **Watch** Lecture #13 (posted on the course site under Module #9)
- **Read** “Politics of Aging within Medicaid.” ON ICON
“Medicaid Moving Forward” ON ICON
- **Take Quiz #9** (see “Quizzes” page)

Week 11 | Exam #2: (November 1-November 2)

Due Dates:

- Take **Exam #2** within the following dates: **November 1-2**

This Week:

- **Take Exam #2**

Week 12 | Module 10: The Older Americans Act & The Aging Services Network (November 07- 11)

This Week:

- **Watch** Lecture #14 (posted on the course site under Module #10)
- **Read** “The Older Americans Act and the Aging Services Network” ON ICON

Week 13 | Module 11: Long-term Care (November 14-18)

Due Dates:

- Weekly Quiz:** Due by 11/20 (Sun.)
- Online Discussion 6:** initial posting due 11/20; replies due 10/25

This Week:

- **Watch** Lecture #15 (posted on the course site under Module #11)
- **Read** Hudson. Chapter 11 “Will you still Need Me, Will you Still Feed Me, When I’m 84?”
- **Engage:** Online Discussion 6
- **Take** ICON Quiz #10 (see “Quizzes” page)

Thanksgiving Recess (November 21-25, 2016)

Week 14 | Module 12: Ageism (November 28-December 02)

Due Dates:

- Weekly Quiz:** Due by 12/4 (Sun.)
- Online Discussion 7:** initial posting due 11/27; replies due 12/2

This Week:

- **Watch** Lectures #16 (posted on the course site under Module #12)
- **Read** Hudson. Chapter 13. “Ageism’s Many Forms: Institutional, Unintended and Reverse.”
- **Engage:** Online Discussion 7
- **Take** ICON Quiz #11 (see “Quizzes” page).

Week 15 | Module 13: End of Life Decisions & Assisted Suicide (December 05-09)

Due Dates:

- Weekly Quiz:** Due by 12/11 (Sun.)
- Online Discussion 8:** Initial posting due 12/4; replies due 12/9

This Week:

- **Watch** Lecture #17 (posted on the course site under Module #13)
- **Read** “Should People Have the Choice to End Their Lives?” ON ICON
“The Rising Agenda of Physician-Assisted Suicide” ON ICON
- **Engage:** Online Discussion 8
- **Take** ICON Quiz #12 (see “Quizzes” pages)

Week 16 | Final Examination Week (December 13-14)

Due Dates:

This Week:

- Take **Exam #3** during the following dates: **December 13-14**

CLAS Teaching Policies & Resources

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at <http://clas.uiowa.edu/students/handbook>.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences ([Operations Manual, III.15.2, k.11](#)).

Accommodations for Disabilities

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which include but are not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <http://sds.studentlife.uiowa.edu/> for information.

Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)).

CLAS Final Examination Policies

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. (**Wenfang Tang, 335-2358**) Complaints must be made within six months of the incident ([CLAS Academic Policies Handbook](#)).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Department of Public Safety website](#).