Subject Description Form

Subject Code	APSS3300
Subject Title	Ageing, Family and Society
Credit Value	3
Level	3
Pre-requisite/ **Co-requisite/** **Exclusion**	Nil

Assessment Methods	

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Group Presentation	0%	30%
2. Participation	10%	0%
3. Term Paper	60%	0%

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Student must pass all component(s) if he/she is to pass the subject.

Objectives	The objectives of this subject are to a) provide an overview of applied ageing studies in the context of population ageing and changing family dynamics; b) introduce the challenges faced by the growing and increasingly diverse ageing population, and their implications for the individual, family, and society; c) explain and critically analyse the interplay between population ageing, structures and functions of families, and the roles of community and government in providing protection and care for older adults; and d) cultivate knowledge and skills in fostering active ageing and nurturing harmonious family relationships in an ageing society.
Intended Learning Outcomes	Upon successful completion of the subject, students will be able to: a. explain the dynamic relationships between ageing, family and society; b. discuss the social and cultural forces in shaping the images of ageing and dispute common misconceptions about ageing; c. articulate key transitions and challenges in later life; d. explain the importance of the social context of ageing (e.g., living arrangement, social supports, social inclusion and participation) for older people; e. recognize sources of diversity in the aging experience, and describe the impact of gender, race/ethnicity, culture, and socioeconomic status on older people f. apply important theoretical perspectives in the analysis of issues related to ageing, family and society.

Subject Synopsis/ Indicative Syllabus	a. Introduction and Overview: Ageing, Family and Society
	   - Definition of "ageing" and "older adults"
	   - Multi-dimensional model of ageing
	   - Interpreting social problems related to ageing: The dynamic relationship between ageing and family and wider society
	   - Analyzing ways that aging is shaped by social, cultural, economic, and historical contexts.
	
	b. Transitions and Challenges in Later Life in a Modern Society
	   - Apply social theories of ageing
	   - Changes in historical time and social timing
	   - Facing stereotypes and ageism in a modern society
	   - Different phases of retirement and adaptation
	
	c. Family Relationships in Ageing Societies
	   - Changing family structure and adaption
	   - Family caregiving
	   - Theoretical framework for investigating intergenerational relationship
	
	d. Social inclusion and participation: Fostering productive and active ageing
	   - Development of an age-friendly city
	   - Challenges in meeting diverse needs in older population
	   - Social and leisure participation
	   - Employment

Teaching/Learning Methodology	This subject consists of lectures designed to enhance students' critical thinking and analytical abilities through an interactive approach that encourages students to engage in discussions and debates on ageing, family and related issues. Students are also required to work on a group project and deliver a group presentation for it, through which they learn to develop knowledge in specific areas and articulate their arguments logically and systematically. Blended learning approach might be used where appropriate.

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Group presentation	30%	✓	✓	✓	✓	✓	✓
2. Participation	10%	✓	✓	✓	✓	✓	✓
3. Term paper	60%	✓	✓	✓	✓	✓	✓
Total	100%						

The grade is calculated according to the percentage assigned; the completion and submission of all component assignments are required for passing the subject; and students must obtain Grade D or above for all components if he/she is to pass the subject.

Group presentations and participation are essential for students to learn in an interactive manner and in a group setting. They are required to have in-depth explorations on some issues related to ageing, family and society, apply theories and techniques learnt from lectures to the analysis of the issues concerned. Both efforts and originality are key criteria for assessing students' performance.

Students are required to submit an individual term paper of 3,000 to 4,000 words including title page, executive summary, tables, figures, and references. The paper has to be presented clearly in an academically relevant approach with evidence-based analytical reasoning. Whether students are able to apply theories and concepts learned from this subject in the analysis will be assessed.

Student Study Effort Required

Class contact:	
▪ Lectures	39 Hrs.
Other student study effort:	
▪ Group presentation	36 Hrs.
▪ Term paper	40 Hrs
Total student study effort	115 Hrs.

Reading List and References

Essential

Atchley, R.C., & Barusch, A.S. (2004). *Social Forces and Ageing: An Introduction to Social Gerontology* (10th edition). Belmont, CA: Wadsworth Publishing Company.

Hooyman, N.R., & Kiyak, H.A. (2008) *Social Gerontology: A Multidisciplinary Perspective* (8th ed.). Boston: Allyn and Bacon.

Quadagno, J. (2017). *Ageing and the Life Course* (7th edition). McGraw-Hill Education.

Supplementary

Alwin, D.F. (2012). Integrating varieties of life course concepts. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, *67B*(2), 206-220.

Bai, X. (2016). Alignment or Struggle? Exploring socio-demographic correlates of individual modernity modes in Chinese older people. *Ageing and Society, 36*(1)*,* 133-159.

Bai, X., Lai, D.W.L., & Guo, A. (2016). Ageism and depression: Perceptions of older people as a burden in China. *Journal of Social Issues, 72(1),* 26-46.

Bengtson, V.L., & Settersten, R.A. (2016). *Handbook of Theories of Aging* (3rd edition). New York: Springer.

Chou, K.L., & Chow, N. (2005). To retire or not to retire: Is there an option for older workers in Hong Kong? *Social Policy & Administration*, *39*(8), 233-246.

Chiu, W.C.K., Chan, A.W., Snape, E., & Redman, T. (2001). Age stereotypes and discriminatory attitudes towards older workers: An East-West comparison. *Human Relations*, *54*(5), 629-661.

Chow, N., & Bai, X. (2011). Modernization and its impact on Chinese older people's perception of their own image and status. *International Social Work*, *54*(6), 800-815.

George, L, & Ferraro, K. (2015). *Handbook of Aging and the Social Sciences*, 8th edition. London: Elsevier/Academic Press.

Izuhara. M. (2010). *Ageing and Intergenerational Relations: Family Reciprocity from a Global Perspective*. Bristol: Policy Press.

Lai, D.W.L., & Bai, X. (2016). Chapter 15. Social Work with Diverse Older Adults. *Diversity in Social Work in Canada* (*pp.*345-372). Edited by A.Al-Krenawi, J.R. Graham, & N. Habibov. Oxford University Press Canada.

Lin, I.F., & Wu, H.S. (2014). Intergenerational exchange and expected support among the young-old. *Journal of Marriage and Family*, *76*(2), 261-271.

McGoldrick, M., & Carter, E.A., & Garcia-Preto, N. (2011). *The Expanded Family Life Cycle: Individual, Family, and Social Perspectives*. Boston : Pearson Allyn & Bacon

Morgan, L.A., & Kunkel, S.R. (2016). *Aging, Society, and the Life Course* (5th edition). New York: Springer.

Watt, M.H., Perera, B., et al. (2014). Care-giving expectations and challenges among elders and their adult children in Southern Sri Lanka. *Ageing & Society*, 34, 838-858.

World Health Organization (2007). Global age-friendly cities: A guide. Available at: http://www.who.int/ageing/publications/Global_age_friendly_cities_Guide_English.pdf