

SOCIOLOGY OF AGING: SOCI 2810C (FALL 2026)

Please note that this is a condensed syllabus. For the detailed syllabus, please email Hannah (email below)

Instructor: Hannah Crouse

Email: HannahCrouse@cunet.carleton.ca

Class Schedule: Wednesdays 2:30-5:25pm

Office Hours: Office hours will be held twice a week.

Brightspace course page link: [here](#)

Pre-requisites & Precluded Courses: Second-year standing or permission from the instructor. There are no pre-requisites for this course.

Method of Delivery: In person

Course Description:

Aging has generally been considered a biological process of passing through chronological ages – and has, in effect, been the one “inevitable” truth of every person's life. Despite the seemingly inevitable nature of aging, the process of aging, and people of various ages (e.g., older adults), are treated as social problems. With aging being largely understood as a purely biological phenomenon, we must attend to the ways that aging is shaped by our social world in order to better understand how ideas of aging become assigned, moralized, and institutionalized.

This course provides an overview of key themes within the sociology of aging. Weekly course topics will typically follow along the chronological progression of the life course, beginning with childhood and adolescence, and ending with old age and end-of-life. Each week will offer empirical and theoretical insights towards how these life stages are a product of social processes. This will include ideas related to identity, power, care, and social policy.

Learning Outcomes:

The overarching goal of this course is to better understand aging as a sociological phenomenon. By the end of the course, you will be able to achieve the following four learning outcomes:

1. To understand aging as a lifelong process shaped by our social world
2. To evaluate distinctions between life stages, such as adolescence, adulthood, and old age, as well as the purpose of these distinctions.
3. To understand and critically analyze theories of aging
4. To identify how social stratification shapes experiences of age, aging, and agedness.

Reading(s)/Textbook(s):

Students are not required to purchase textbooks or other learning materials for this course. All course materials will be provided through Brightspace.

Class Schedule:

Please note that we will discuss the assignment of weekly readings in our first class. Based on this discussion I will update the syllabus accordingly.

Week 1: September 9 – Introduction Week

We will spend the first class reviewing the syllabus, sharing our goals for the course, discussing the assignment of weekly readings, and getting to know one another.

Week 2: September 16 – What is the Sociology of Aging?**Week 3: September 23 – Childhood, Youth, and the Creation of Adolescence****Week 4: September 30 – The Life Course Perspective**

Note: September 30th is the last day to withdraw from full fall and fall/winter courses with a full fee adjustment. If you are considering withdrawing from this course, please feel free to contact me to discuss your options.

Note: October 1 is the last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. There are no exams for this course, but it is likely that you have one in another course.

Week 5: October 7 – The “Middle Age” & Successful Aging**Week 6: October 14 – In-Class Activities & Virtual Reality (TWB)**

Students who enrolled in the VR experience “Travelling While Black” will participate in this activity. Please refer to Brightspace module to confirm which VR experience you signed up for. Students not enrolled in this VR experience will participate in activities related to the Life Course Assignment, which is due October 15 (tomorrow). Please note that VR will not take all class, so students enrolled in “Travelling While Black” will still be participating in the in-class activities for the assignment.

Week 7: October 21 – Population Aging**Week 8: October 28 – Fall Break (no class)****Week 9: November 4 – Who's *Actually* Old? The Third and Fourth Age****Week 10: November 11 – Later-Life Housing**

Note: November 15th is the last day for academic withdrawal from full fall and late fall courses. If you are considering withdrawing from this course, please feel free to contact me to discuss your options.

Week 11: November 18 – In-Class Activities & Virtual Reality (Wa'ötš'i'gwa:to')

Students who enrolled in the second VR experience “Wa'ötš'i'gwa:to' (she dropped in for a short while)” will participate in this activity. Please refer to Brightspace module to confirm which VR experience you signed up for. Students not enrolled in this VR experience will participate in activities in class related to the aging in the news assignment. Please note that VR will not take all class, so students enrolled in “Wa'ötš'i'gwa:to'” will still be participating in the in-class activities.

Week 12: November 25 – Alternative Perspectives on Aging and Old Age

Week 13: December 2 – End-of-Life (EOL) and EOL Care

Week 14: December 9th – Workshop for Final Assignment

Our final class will be a workshop dedicated to polishing students' final assignment. While this class is a workshop, it is not an optional class. Students are expected to attend class ready to share a draft of their assignment with a small group of peers. We will discuss the logistics of this in the weeks leading up to our last class.

Citation Style

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course, unless we negotiate another style based on your discipline. For more information, please see:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Course Communication

Please communicate with me via email and during office hours. Since I am a PhD student at Carleton, I have two Carleton emails (one that is my student email and one that is my instructor email). Please reach out to me via my instructor email only, which is listed at the top of the course outline.

Course Requirements & Methods of Evaluation:

ASSIGNMENT	WEIGHTING (%)	DUE DATES
Attendance & Participation	10-15 (see below)	Weekly
Student Bio Mini-Assignment	5	Sept. 23
Life Course Assignment	20-25 (see attendance & participation)	Oct. 15
Virtual Reality Reflection	15	Oct. 21 or Nov. 25 (see below)
Aging in the News Assignment	15	November 27
Observing Age Assignment	30-35 (see attendance & participation)	Dec. 10

Note: All assignments are due by 11:59pm on the indicated due date.

All assignments will be turned in through Brightspace. To submit your assignment, go on the Brightspace page, click “Tools” on the toolbar located at the top of the page, and select “Assignments” from the drop-down menu. Then, select which assignment you want to submit and follow the instructions on the screen.

Attendance & Participation (10-15%)

Attendance will be award by physical presence in class. Participation will be marked based on engagement in in-class discussions. In recognition that participating is easier for some, students will select their preferred weighting for their attendance and participation. If students weight their attendance and participation less than 15% (e.g., 10%), the remaining percentage (e.g., 5%) must be assigned to either the life course assignment OR the observing age assignment. Students will indicate their decision on Brightspace via the “Participation Grade Weighting” assignment due September 23, 2026, by 11:59pm.

Student Bio Mini-Assignment (5%)

It is important to me as a teacher that I am able to learn about the people in my class, and this assignment is an opportunity for me to get to know you a bit more.

For this student bio mini-assignment, I want you to answer the following questions:

1. What is your name, pronouns, year, and program of study?
2. Where are you from? How do you like Ottawa?
3. Have you ever taken a course about aging before?
4. Why did you pick this class?
5. What's one thing you want to learn about?
6. How do you learn best?
7. Is there anything I should know about you?

Life Course Assignment (*20-25%)

The goal of this assignment is to demonstrate aging as a lifelong process, using insights from the life course perspective. This assignment contains two parts:

1. Creating a visual of your experienced – and expected –life course
2. A 1000-word reflection.

Virtual Reality Reflection (15%)

This reflection is an opportunity to think more deeply about your engagement in a selected virtual reality experience. For your submission, please submit a 500-word reflection that includes:

1. What did you think about your VR experience (e.g., Did you like it as a learning tool? Was it what you expected? etc.)
2. How did the VR experience relate to the sociology of aging?

Aging in the News Assignment (15%)

The aim of this assignment is to connect what you've learned about age and aging in this class to a real-world example, specifically, a news article about aging.

For this assignment, you will need to do the following:

1. Identify a news article that pertains to the experience of aging (at any point in the life course)
 - a. This could include an article that discusses something pertaining to youth (e.g., back to school), caregiving, retirement, pensions, etc.
2. Write a 500–750-word discussion about the news article
 - a. This includes a brief summary of what the article is about (~3 sentences), followed by an analysis of the article using key concepts from the sociology of aging.
3. Be sure to include the link to your selected article at the top of your submission

Observing Age Assignment (*30-35%)

The goal of this assignment is to apply theoretical distinctions between middle age, old age, and old-old age to our everyday world, and to understand the purpose of these distinctions. There are two options for this assignment, both of which require a final submission of a 1500–2000-word report.

1. Spend 1-1.5 hours in a public place observing people you assume to be middle age, old, and old-old (i.e., nearing or in the “fourth age”). Try to select a place that you know will have older adults present. This could include community centres, coffee shops, etc.
2. Watch a movie/film/documentary on a topic related to aging

- a. Please clear the title with me PRIOR to submission so I can make sure the movie/film/documentary is appropriate for this assignment. I am also happy to suggest some films.

During your observation time keep notes of things you notice. For example:

- How are older people portrayed in this movie?
- How are people treating older adults vs middle aged adults? How can you tell?
- Does it seem like people of certain ages have specific roles in this place/movie?
- How can you tell who is “old”?
- How is the public place you’re in designed to include (or exclude) older adults?

Using these notes, you will create a report that includes visual and written material.

Grade Appeals

Questions regarding your grade should first be directed to your instructor either in person or through your Carleton email account. If you wish to appeal your grade, please follow the steps (in order) outlined here: <https://carleton.ca/registrar/appeal-of-grade/>

Use of AI

In this class, you are required to produce everything you turn in yourself. This means that you need to do your own writing and thinking for in-class work. No use of LLMs/chatbots/“generative AI” or other automated assistance is permitted. Your work does not need to be perfect, and showing a sincere effort in your writing and thinking will be rewarded with a higher grade than any work produced by AI or similar programs.

Tokens, Extensions, and Late Marks

Each student begins this class with 3 tokens. 1 token = 2-day (48-hour) extension on any assignment, **except for the final observing age assignment.** I cannot offer extensions on this assignment because of Carleton’s rules about when all coursework needs to be handed in.

Please email me to use a token. In your email you need to say how many tokens you’re using (1-3) and for what assignment you are using the extension for. Unused tokens at the end of the semester can be applied as free points (1 per token) to make up for absences. Tokens are a built-in way to help you manage disruptions in your semester due to illness, injury, planning difficulties, or any of the other things that come up. With this in mind, extensions beyond those provided by tokens will be limited and will be considered on a case-by-case basis by the instructor.

Assignments submitted late will be deducted 2% per late day. For example, if you submit an assignment five days late, the grade for your assignment will be deducted by 10%.

General Comments

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone’s learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the

utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Additional Information

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/pmc/>) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for October/November examinations is **October 1, 2026** and **November 15, 2026** for December examinations.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

Generative Artificial Intelligence Tools (e.g. ChatGPT)

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#).

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University

Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level, then it is referred to a tribunal appointed by the Senate.

Statement on Student Mental Health:

“As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>”

Emergency Resources ([on and off campus](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- ❖ Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- ❖ Health & Counselling Services: <https://carleton.ca/health/>
- ❖ Paul Menton Centre: <https://carleton.ca/pmc/>
- ❖ Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- ❖ Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- ❖ Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through

Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).

- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

Date	Activity
FALL TERM 2026	
August 31, 2026	Last day for receipt of applications from potential fall (November) graduates.
September 2, 2026	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
September 7, 2026	Statutory holiday. University closed.
September 8, 2026	Academic orientation (undergraduate and graduate students).
	Orientation for new Teaching Assistants.
	All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 9, 2026	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 15, 2026	Last day for registration and course changes (including auditing) in early fall courses.
September 18-20, 2026	Full summer and late summer term deferred final examinations will be held.
September 22, 2026	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
	Last day to withdraw from early fall courses with a full fee adjustment.

Date	Activity
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in fall 2026 and must register for the fall 2026 term.
September 30, 2026	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2026	Last day for academic withdrawal from early fall courses.
	Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 9, 2026	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 12, 2026	Statutory holiday. University closed.
October 15, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 16, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
October 23, 2026	Last day of early fall classes.
	Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by a course instructor as a due date for term work for early fall courses.

Date	Activity
October 26, 2026	Deadline for course outlines to be made available to students registered in late fall courses.
October 26-30, 2026	Fall break, no classes.
October 31- November 1, November 7-8, 2026	Final examinations in early fall undergraduate courses will be held.
November 2, 2026	Late fall classes begin.
November 13, 2026	Last day to withdraw from late fall term courses with a full fee adjustment.
November 15, 2026	Last day for academic withdrawal from full fall and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 20-22, 2026	Early fall undergraduate deferred final examinations will be held.
November 27, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 30, 2026	Last day for receipt of applications from potential winter (February) graduates.
December 4, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the

Date	Activity
	Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
December 11, 2026	Fall term ends.
	Last day of full fall and late fall classes.
	Classes follow a Monday schedule.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for full and late fall courses.
	Last day for receipt of applications for undergraduate degree program transfers for winter term.
December 12-23, 2026	Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.
December 23, 2026	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 24, 2026 at noon through January 1, 2027 inclusive	University closed.