

Tamkang University Academic Year 105, 2nd Semester Course Syllabus

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| Course Title | POPULATION AND AGING SOCIETY | Instructor | JEANNE HOFFMAN |
| Course Class | TDDXM1A MASTER'S PROGRAM, GRADUATE INSTITUTE OF FUTURES STUDIES, 1A | Details | ♦ Selective ♦ One Semester ♦ 2 Credits |
| D e p a r t m e n t a l A i m o f E d u c a t i o n | | | |
| Cultivating students' ability in the following areas: (1) in facing future changes and in integrating interdisciplinary knowledge, (2) in developing future-oriented thinking, and (3) in analyzing and planning the futures. | | | |
| D e p a r t m e n t a l c o r e c o m p e t e n c e s | | | |
| A. The ability of critical thinking. B. The ability to analyze the future. C. The ability to examine social trends. D. The ability to think globally. E. The ability to empirically apply theories. | | | |
| Course Introduction | This course is designed to present the emerging issue of aging from a futures perspective as well as through a trans disciplinary approach. We will focus on government planning frameworks and aim to generate a transformational shift in how government views and responds to an aging population. In addition to aging, other interconnected social viewpoints will be canvased – working women, youth, urban design and personal views of aging. | | |
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The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Characterizing, A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

| No. | Teaching Objectives | Relevance | |
|-----|---|------------------|-------------------------------|
| | | Objective Levels | Departmental core competences |
| 1 | encourage whole-of-government and community debate on the structural aging of the population and the interconnected needs of all generations. | C5 | ABCDE |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|---|---|----------------------------------|
| 1 | encourage whole-of-government and community debate on the structural aging of the population and the interconnected needs of all generations. | Lecture, Discussion, Practicum, Problem solving | Practicum, Report, Participation |
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| This course has been designed to cultivate the following essential qualities in TKU students | | | |
| Essential Qualities of TKU Students | | Description | |
| ◇ A global perspective | | Helping students develop a broader perspective from which to understand international affairs and global development. | |
| ◇ Information literacy | | Becoming adept at using information technology and learning the proper way to process information. | |
| ◇ A vision for the future | | Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision. | |
| ◇ Moral integrity | | Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems. | |
| ◇ Independent thinking | | Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically. | |
| ◇ A cheerful attitude and healthy lifestyle | | Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life. | |
| ◇ A spirit of teamwork and dedication | | Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems. | |
| ◇ A sense of aesthetic appreciation | | Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process. | |
| Course Schedule | | | |
| Week | Date | Subject/Topics | Note |
| 1 | 106/02/13 ~ 106/02/19 | Course overview | |
| 2 | 106/02/20 ~ 106/02/26 | Fundamental Concepts of Population and Aging | |
| 3 | 106/02/27 ~ 106/03/05 | Historical perspectives | |
| 4 | 106/03/06 ~ 106/03/12 | Should age or need be the basis for entitlements? | |
| 5 | 106/03/13 ~ 106/03/19 | Life Course Perspective on Aging | |
| 6 | 106/03/20 ~ 106/03/26 | Rethinking Retirement | |
| 7 | 106/03/27 ~ 106/04/02 | Meanings of Aging | |
| 8 | 106/04/03 ~ 106/04/09 | Global Transitions and Asia 2060 Climate, Political Economy and Identity | |
| 9 | 106/04/10 ~ 106/04/16 | Aging Society in Taiwan | |
| 10 | 106/04/17 ~ 106/04/23 | No Class | |
| 11 | 106/04/24 ~ 106/04/30 | Alternative futures | |
| 12 | 106/05/01 ~ 106/05/07 | Intergenerational Dialogue | |

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| 13 | 106/05/08 ~ 106/05/14 | Aging Design | |
| 14 | 106/05/15 ~ 106/05/21 | Women' s Perspective | |
| 15 | 106/05/22 ~ 106/05/28 | A Cross Cultural Comparison | |
| 16 | 106/05/29 ~ 106/06/04 | Personal Futures Perspectives | |
| 17 | 106/06/05 ~ 106/06/11 | Wrap up – reflections and learning | |
| 18 | 106/06/12 ~ 106/06/18 | No Class | |
| Requirement | <p>Task 1: Interview Each student will be asked to interview one or more people over the age of 65 (75) and provide a report on the findings and reflections of the interview. Questions will be provided in class.</p> <ul style="list-style-type: none"> • Discussion/interview with a late 20 or early 30 year old on what was expected and unexpected about living in this decade in the areas of work and relationships, also what they think it will be like with an aging population. Question: "Is the concept of retirement obsolete" ? Others? <p>Task 2: Research paper on futures-oriented aging policy: active aging, work and aging.</p> | | |
| Teaching Facility | Computer, Projector, Other (Butcher's paper) | | |
| Textbook(s) | | | |
| Reference(s) | Reading uploaded to teacher's page. | | |
| Number of Assignment(s) | 2 (Filled in by assignment instructor only) | | |
| Grading Policy | <p>◆ Attendance : 30.0 % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : %</p> <p>◆ Final Exam : %</p> <p>◆ Other 〈Final Paper〉 : 40.0 %</p> | | |
| Note | <p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p> | | |