

CHS 290

## Race, Class, Culture, and Aging

Fall 2004

Tuesday/Thursday, 1-3pm  
Professor Steven Wallace  
Office Hours: T11-12, TH 3-4pm and by appointment  
URL: [www.bol.ucla.edu/~swallace](http://www.bol.ucla.edu/~swallace)

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The elderly in the United States are often inaccurately viewed as a homogeneous group. This course explores how the diversity of aging among racial and ethnic groups affects their health and well-being. Drawing on theories of aging and race/ethnicity, the course explores how the health of older persons of color are impacted by individual, family, and societal forces. In each of the domains that are examined we will distinguish the relative importance of culture versus structure to help identify targets for intervention. The empirical literature used in the course is drawn from the experiences of aging of African-American, Latino, and Asian-Pacific Islander elderly.

### Required Books

Keith E. Whitfield, ed. 2004. Closing the Gap: Improving the Health of Minority Elders in the New Millennium. Washington, DC: Gerontological Society of America.

Rodolfo A. Bulatao and Norman B. Anderson, Eds. 2004. Understanding Racial and Ethnic Differences in Health in Late Life: A Research Agenda. Washington, DC: National Academy Press. Also on-line at <http://books.nap.edu/catalog/11036.html>

Other readings are available in TWO xerox readers - a general reader and one for the race/ethnic group you choose. They are available from Westwood Copies, 1001 Gayley Ave (corner of Weyburn, 310-208-3233).

### Course Objectives:

- 1) to develop an understanding of the relationship between aging, minority status, culture, and health in the contemporary United States.
- 2) to acquire significant knowledge of the academic literature on health and aging for ONE minority group.
- 3) to expose students to the personal experience of aging in a minority group through the process of collecting life histories.
- 4) to foster a personal understanding of the links between the biographies of minority elderly and the social history that shapes their health.

### Course Requirements:

- 1) Weekly participation in class. This course is organized as a working seminar. Given the limited amount of course time, it is impossible for everyone to familiarize

themselves with all of the groups. Therefore, each class member will pick one group (African-American, Latino, or Asian-Pacific) and focus on the readings concerning that group when there is a choice of readings. For each class period, each person will bring/email/fax one discussion question per reading (including the group specific readings) -- the day before (9pm for email).

Everybody who makes an honest effort on the questions gets a check (full credit). Incomplete or mechanical questions get a "minus" (half credit). A particularly insightful, synthetic, or discussion-provoking SET of questions gets a plus (extra credit). For students whose final grade is near a dividing line (e.g. A versus A-) the score on the discussion questions will be the deciding factor.

2) Double Jeopardy Essay. For the group that you have chosen, write a 4-6 page essay on whether existing data support or contradict this thesis. You must use existing survey data and present it in a table format in your paper. The best source for data is the California Health Interview Survey since you can use their data query system to look on-line for the health indicator you want (you can also look at income, poverty, education). Go to <http://www.chis.ucla.edu> and click on "askCHIS." You need to register, then can go and select your variables. For published data you can also look at <http://www.cdc.gov/nchs/nhis.htm> which is the Health U.S. publication. You should have at least two tables. They can be of different health outcomes, or the same health outcome for different genders, income groups, etc.

Your essay should (1) define double jeopardy and its significance, (2) justify your selection of the indicators you use, (3) present the data both in tabular and narrative form, (4) discuss your findings, (5) discuss the limitations of your data, and (6) discuss the implications of what you have found. Be sure to include a reference list (NOTE: At least half of your references must come from published sources (i.e. books or journal articles)). Grading criteria include: it follows the outline, is technically accurate, is well written, and reflects creative and/or critical thinking on the issue.

3) Life History Interviews: Contact and conduct life histories with at least three older persons from the group you have selected. You can obtain respondents from any source, including senior centers, adult day health centers, relatives, or other sources. These interviews should be tape recorded. (At least) one interview that you feel is most informative must be transcribed, with no or minimal editing (except for replacing any names used with initials or pseudonyms). For the other interviews you will prepare 3-5 page summaries (in your own words) of the interviews. You will also hand in the tapes and consent forms of the interviews. All respondents must sign the consent forms provided. **Do not begin interviewing until after the class on interviewing.**

The TRANSCRIBED interview will be due during a class period in the last few weeks of the quarter. The whole class will read the transcript and discuss it as a case study to practice analyzing interviews and to provide case data to illustrate the course's topics. The summarized interviews are given only to the instructor during the last week of class. Grading criteria include the interview covering all the topics you chose with

adequate depth, good interviewing style (e.g. few or no leading questions, appropriate probing, good rapport), appropriate length.

4) Life History Analysis: Taking the interviews that you have conducted and the others circulated in class for your group, identify and illustrate common themes that affect health issues in the elders' lives. Construct this paper around the theme(s) rather than around the individuals. For example, if the central themes of the paper are work and family, then talk about their experiences in these areas and how those parts of their lives affect their current health and well-being. Use examples from the various interviews to illustrate the analysis. In addition to the theme(s) you present in your analysis, include a discussion of the relative importance of structure and culture in shaping the health of the elders you interviewed. You can include additional published literature that is not covered in class, and you must cite readings from the class (including group specific readings) when appropriate in your discussion.

The paper should start with a brief introduction to the group you are writing about. Then include a brief introduction to the interview respondents (how they were located, general characteristics of the respondents -- #, age, gender, etc). Next move to your analysis. Be sure that your analysis includes both reference to the literature AND data from the respondents. Try to use interview data to provide their "voice" in your paper. Interview data can either be summarized, paraphrased, or direct quotes from the interviews (or a mixture of those). Be sure to end the paper with a summary that recaps the general "story" that your paper is telling. This assignment should be about 12-15 pages. Grading criteria include whether the introduction to the paper establishes the topic/significance, how well it identifies and develops 2-3 themes, how well the data are used to support that analysis, if there is an appropriate use of the literature, and how well the culture versus structure forces are explained.

Grading:

Double Jeopardy Essay - 30%

Life History Interviews - 15%

Life History Analysis - 40%

Class Participation - 15%

Due:

October 26

one during quarter, two by Dec 9

December 16

weekly

And FYI, a good resource to look for writing term papers – tho not necessarily this one – is "How to Research a Term Paper in Gerontology," by Harry R. Moody at <http://research.aarp.org/ageline/modhome.html>

## **1. September 30: Overview of the course**

Introduction and overview of the course

## **2. October 5: Racial & Ethnic Health - Difference or Disparity?**

Angel, Jacqueline L., Dennis P. Hog. 2004. "Population Aging and Diversity in a New Era." Pp. 1-12 in Closing the Gap (text).

Bulatao R.A., N.B. Anderson, eds. 2004. "The Nature of Racial and Ethnic Differences," and "Perspectives on Racial and Ethnic Differences." Pp.7-45 in Understanding racial and ethnic differences in health in late life : a research agenda. (Text)

Angel, Jacqueline L., Cynthia J. Buckley, Brian Karl Finch. 2001. "Nativity and Self-Assessed Health among Pre-Retirement Age Hispanics and Non-Hispanic Whites." International Migration Review, 35(3): 784-803. Via [infotrac](#).

## **3. October 7: Health Status of Minority Communities**

John, Robert. 2004. "Health Status and Health Disparities Among American Indian Elders." 27-44 In Closing the Gap (text).

Kathryn L. Braun, Barbara W. K. Yee, Colette V. Browne, and Noreen Mokuau. 2004. "Native Hawaiian and Pacific Islander Elders." Pp. 55-67 In Closing the Gap. (Text)

read one of the following:

### **African American**

Ronica N. Rooks and Keith E. Whitfield. 2004. "Health Disparities Among Older African Americans: Past, Present, and Future Perspectives." Pp. 45-54 In Closing the Gap. (Text)

### **Asians**

Darlene Yee-Melichar. 2004. "Aging Asian Americans and Health Disparities." Pp. 13-25 In Closing the Gap. (Text)

### **Latinos**

Kyriakos S. Markides, Laura Rudkin, Ronald J. Angel, David V. Espino. 1997. "Health Status of Hispanic Elderly." Pp. 285-300 in Racial and Ethnic Differences in the Health of Older Americans. Washington, DC: National Academy Press.

<http://books.nap.edu/books/0309054893/html/285.html>

## **4. October 12: The Context of Health and Aging**

Guest Faculty: Valentine Villa, Ph.D.

Wallace, Steven P., Valentine M. Villa. 2003. "Equitable health systems: Cultural and structural issues for Latino elders." American Journal of Law & Medicine. 29:247-67. Via [infotrac](#).

Williams, David R. 2004. "Racism and Health." Pp. 69-80 in Closing the Gap. (Text)

## **5. October 14: Research in Minority Communities**

- Dowd, James J. and Vern L. Bengtson. 1978. "Aging in Minority Populations: An Examination of the Double Jeopardy Hypothesis." Journal of Gerontology. 33(3):427-436.
- Burton, Linda M., Peggye Dilworth-Anderson, Vern L. Bengtson. 1992. "Creating culturally relevant ways of thinking about diversity and aging: Theoretical challenges for the 21st century." Pp. 129-140 in E.P. Stanford and F.M. Torres-Gil, eds, Diversity: New Approaches to ethnic minority elderly. Amityville, NY: Baywood Publishing Co.
- Gubrium, Jaber F., Andrea Sankar, eds. 1994. "In-depth interviewing," "Life Stories," and "The Identification and Analysis of Themes and Patterns." pp123-154 and 189-210 in Qualitative Methods in Aging Research. Thousand Oaks, CA: Sage.
- [Optional] Goldman R, Hunt MK, Allen JD, et al. 2003. "The life history interview method: Applications to intervention development." Health Education & Behavior. 30 (5): 564-581. At [heb.sagepub.com](http://heb.sagepub.com)

read one of the following:

### **African Americans**

Carlton-LaNey, Iris. 2003. "Stories from Rural Elderly African Americans." Generations. 27(3):34-38. At <http://www.generationsjournal.org/gen27-3/article.cfm>

[or] Gollup, C. J. 1997. "Where Have All the Nice Old Ladies Gone? Researching the Health Information-Seeking Behavior of Older African-American Women." Pp. 143-155 in Oral Narrative Research with Black Women, edited by K. M. Vaz. Thousand Oaks, CA: Sage Publications.

### **Latinos**

Olmedo, I.R. 1999. "Redefining Culture Through the Memories of Elderly Latinas." Qualitative Inquiry, 5(3), 353-376.

(Or) Cuellar, Jose. 1988. "The Ethnography of Hispanic Aging." Pp. 172-187 in S.R. Applewhite, ed., Hispanic Elderly in Transition. New York: Greenwood Press.

### **Asian-Pacific**

Detzner, Daniel F. 1992. "Life Histories: Conflict in Southeast Asian Refugee Families." Pp. 85-102 in J.F. Gilgun, K. Daly, G. Handel, eds., Qualitative Methods in Family Research. Newbury Park: Sage.

## **6. October 19: Structure versus Culture - I**

- Blackhall, L.J., G. Frank, S.T. Murphy, et al. 1999. "Ethnicity and attitudes towards life sustaining technology." Social Science & Medicine.48:1779-1789. At [www.sciencedirect.com](http://www.sciencedirect.com)
- or- Matsumura S, Bito S, Liu H, et al. 2002. "Acculturation of attitudes toward end-of-life care: a cross-cultural survey of Japanese Americans and Japanese." J Gen Intern Med. 17(7):531-9. At [www.blackwell-synergy.com](http://www.blackwell-synergy.com)
- Poss JE, Jezewski MA, Stuart AG. 2003. "Home remedies for type 2 diabetes used by Mexican Americans in El Paso, Texas." Clin Nurs Res. 12(4):304-23. At <http://cnr.sagepub.com/cgi/reprint/12/4/304>
- Goodwin, J.S., S.A. Black, S. Satish. 1999. "Aging versus disease: The opinions of older black, Hispanic, and nonHispanic white Americans about the causes and treatments of common

medical conditions." Journal of the American Geriatrics Society. 47:973-979. At [home.mdconsult.com](http://home.mdconsult.com) [if prompted, username=ucls, password=ucls]  
[optional] U.S. Administration on Aging. 2001. Achieving Cultural Competence. Washington, DC: US. DHHS. At <http://www.aoa.gov/prof/adddiv/cultural/CC-guidebook.pdf>

## **7. October 21: Structure vs. Culture - II**

Mills, Terry L, Carla DA Edwards. 2002. "A Critical Review of Research on the Mental Health Status of Older African-Americans." Ageing and Society. 22(3):273-304. At [journals.cambridge.org](http://journals.cambridge.org)  
Quadagno, Jill. 1988. "The politics of old age assistance." Pp. 125-151 in The Transformation of Old Age Security. Chicago: University of Chicago Press.  
Estes, Carroll L. 2004. "Social Security privatization and older women: a feminist political economy perspective." Journal of Aging Studies. 18(1): 9-26. Via [www.sciencedirect.com](http://www.sciencedirect.com)  
[optional] Robert, Stephanie A., Kum Yi Lee. 2002. "Explaining Race Differences in Health Among Older Adults: The Contribution of Community Socioeconomic Context." Research on Aging. 24(6):654-683.

## **8. October 26: Theories of Race & Ethnicity** [Double Jeopardy Assignment Due]

Bonilla-Silva, E. 1997. "Rethinking racism: Toward a structural interpretation." American Sociological Review. 62(3):465-480. Via [jstor](http://www.jstor.org)  
Bulatao R.A., N.B. Anderson, eds. 2004. Chapters 3-9. Pp.46-91 in Understanding racial and ethnic differences in health in late life : a research agenda. (Text)  
Tashiro, Cathy J. 2002. "Considering the significance of ancestry through the prism of mixed-race identity." ANS Adv Nurs Sci. 25(2):1-21. Via [infotrac](http://www.infotrac.com)  
[optional] Berdes, Celia, John M. Eckert. 2001. "Race Relations and Caregiving Relationships: A Qualitative Examination of Perspectives from Residents and Nurse's Aides in Three Nursing Homes." Research on Aging. 23(1): 109-126. At [ingenta](http://www.ingenta.com)

## **9. October 28 The Social Construction of "Old Age" and Health**

Fry, Christine L., Jeanette Dickerson-Putnam, Patricia Draper, et al. 1997. "Culture and the meaning of a good old age." Pp. 99-123 in J. Sokolovsky, The Cultural Context of Aging (second ed). Westport, CT: Bergin & Garvey.  
Barer, Barbara M., Colleen L. Johnson. 2003. "Problems and problem solving among aging White and Black Americans." Journal of Aging Studies. 17(3):323-340. At [www.sciencedirect.com](http://www.sciencedirect.com)  
Atchley, Robert C. 1989. "A continuity theory of normal aging." Gerontologist. 29:183-190.

read one of the following:

**African American**

Arcury, Thomas A., Sara A. Quandt and Ronny A. Bell. 2001. "Staying healthy: the salience and meaning of health maintenance behaviors among rural older adults in North Carolina." Social Science and Medicine. 53(11): 1541-1556. Via [www.sciencedirect.com](http://www.sciencedirect.com) – OR –

Black, Helen. 1999. "Life As Gift: Spiritual Narratives of Elderly African-American Women Living in Poverty" Journal of Aging Studies. 13(4):441-455. Via [www.sciencedirect.com](http://www.sciencedirect.com)

**Latino**

Yewoubdar Beyene, Gay Becker & Nury Mayen. 2002. "Perception of aging and sense of well-being among Latino elderly." Journal of Cross-Cultural Gerontology 17(2): 155–172. Via [www.kluweronline.com](http://www.kluweronline.com)

**Asian-Pacific**

Torsch, Vicki L., Grace Xueqin Ma. 2000. "Cross-Cultural Comparison of Health Perceptions, Concerns, and Coping Strategies Among Asian and Pacific Islander American Elders." Qualitative Health Research, 10(4):471-489. At [igenta](http://igenta)

**10. November 2: Older Women**

Conway-Turner, Kate. 1999. "Older Women of Color: A Feminist Exploration of the Intersections of Personal, Familial and Community Life." Journal of Women & Aging. 11(2-3): 115-130

Allen, Katherine R., Victoria Chin-Sang. 1990. "A Lifetime of Work: The Context and Meanings of Leisure for Aging Black Women." Gerontologist. 30:734-740.

Dorothy S. Ruiz. 2002. "The increase in incarcerations among women and its impact on the grandmother caregiver: some racial considerations." Journal of Sociology & Social Welfare. 29(3):179-198. At [infotrac](http://infotrac)

–or– Goodman, Catherine, Merrill Silverstein. 2002. "Grandmothers Raising Grandchildren: Family Structure and Well-Being in Culturally Diverse Families." Gerontologist. 42(5):676-689.

**11. November 4: Family and Health**

Johnson, Colleen L. "Cultural diversity in the late-life family." In: Rosemary Blieszner, Ed; Victoria Hilkevitch Bedford, Ed. Handbook of aging and the family. Greenwood Press/Greenwood Publishing Group, Inc: Westport, CT, US, 1995. p. 307-331.

Johnson, Colleen L. 1999. "Family Life of Older Black Men." Journal of Aging Studies. 13(2): 145-160. At [www.sciencedirect.com](http://www.sciencedirect.com)

[optional] Peggye Dilworth-Anderson; Linda M. Burton; William L. Turner. 1993. "The Importance of Values in the Study of Culturally Diverse Families." Family Relations, 42(3):238-242. At <http://links.jstor.org>

[optional] Phillipson, Chris, Miriam Bernard, Judith Phillips, Jim Ogg. 1998. "The family and community life of older people: household composition and social networks in three urban areas." Ageing and Society, 18(3):259-289. At [journals.cambridge.org](http://journals.cambridge.org)

read one of the following:

**African American**

Bowles, Jacqueline, Raynard S. Kington. 1998. "The Impact of Family Function on Health of African American Elderly." Journal of Comparative Family Studies, 29(2):337-44. Via [infotrac](#)

**Latinos**

Wallace, Steven P., and Elisa Linda 1987. "Moving Beyond Familism: Potential Contributions of Gerontological Theory to Studies of Chicano/Latino Aging." Journal of Aging Studies 1:337-54. Via [www.sciencedirect.com](http://www.sciencedirect.com)

**Asians**

Wong, Morrison G. 1998. "The Chinese American Family." Pp. 199-229 in C.H. Mindel, R.W. Habenstein & R. Wright, Jr., eds., Ethnic Families in America. 4rd Ed. New Jersey: Prentice Hall.  
– OR –

Min, Pyong Gap. 1998. "The Korean-American Family." Pp. 230-257 in C.H. Mindel, R.W. Habenstein & R. Wright, Jr., eds., Ethnic Families in America. 4rd Ed. New Jersey: Prentice Hall.

**12. November 9: No class - complete independent video viewing**

View on your own: "RACE - The Power of an Illusion" (video). Biomedical Library Stacks, BIOSTAX-CIRCMEDIA, GN269.R33 2003

EPISODE 1- The Difference Between Us (56 min.) examines the contemporary science - including genetics - that challenges our common sense assumptions that human beings can be bundled into three or four fundamentally different groups according to their physical traits.

EPISODE 2- The Story We Tell (56 min.) uncovers the roots of the race concept in North America, the 19th century science that legitimated it, and how it came to be held so fiercely in the western imagination. The episode is an eye-opening tale of how race served to rationalize, even justify, American social inequalities as "natural."

EPISODE 3- The House We Live In (56 min.) asks, If race is not biology, what is it? This episode uncovers how race resides not in nature but in politics, economics and culture. It reveals how our social institutions "make" race by disproportionately channeling resources, power, status and wealth to white people.

See also [http://www.pbs.org/race/000\\_General/000\\_00-Home.htm](http://www.pbs.org/race/000_General/000_00-Home.htm)

**13. November 11: Family and Health - II**

Bulatao R.A., N.B. Anderson, eds. 2004. "The Life Course." Pp.104-110 in Understanding racial and ethnic differences in health in late life : a research agenda. (Text)

Jimenez, Jillian. 2002. "The history of grandmothers in the African-American community." Social Service Review, 76(4): 523-51. At [www.journals.uchicago.edu](http://www.journals.uchicago.edu)

Lan, Pei-chia. 2002. "Subcontracting Filial Piety: Elder Care in Ethnic Chinese Immigrant Families in California." Journal of Family Issues. 23(7):812-835.

Martinez, Iveris Luz . 2002. "The elder in the Cuban American family: making sense of the real and ideal." Journal of Comparative Family Studies,33(3):359-75. At [infotrac](#)

read one of the following:

**African American**

Johnson, Colleen L. 1999. "Fictive kin among oldest old African Americans in the San Francisco Bay Area." Journal of Gerontology: Social Sciences. 54b(6):S368-375.- or-

Bowles, J; Brooks, T; Hayes-Reams, P; Butts, T; Myers, H; Allen, W; Kington, RS. "Frailty, family, and church support among urban African American elderly." Journal of Health Care for the Poor and Underserved. 2000 Feb, 11(1):87-99.

**Latinos**

Johnson, Rebecca A, Valerie L. Schwiebert, Patricia Alvarado-Rosenmann, Glenda Pecka, Norman Shirk. 1997. "Residential Preferences and Eldercare Views of Hispanic Elders." J. of Cross-Cultural Gerontology. 12(1):91-107 <http://content.kluweronline.com/article/141267/fulltext.pdf>

**Asians**

Yee, Barbara W.K. 1997. "The social and cultural context of adaptive aging by Southeast Asian elders." Pp. 293-303 in J. Sokolovsky, The Cultural Context of Aging (second ed). Westport, CT: Bergin & Garvey. – or –

Holroyd, Eleanor. 2002. "Health-seeking behaviors and social change: The experience of the Hong Kong Chinese elderly." Qualitative health research. 12(6): 731-750. At [igenta](http://igenta.com).

**14. November 16: Community and Society**

Veenestra, Gerry. 2001. "Social Capital and Health." ISUMA: Canadian Journal of Policy Research. 2(1):72-81. At [http://www.isuma.net/v02n01/veenestra/veenestra\\_e.pdf](http://www.isuma.net/v02n01/veenestra/veenestra_e.pdf)

[optional] Putnam, Robert. 2001. "Social Capital: Measurement and Consequences." ISUMA: Canadian Journal of Policy Research. 2(1):41-51. At [http://www.isuma.net/v02n01/putnam/putnam\\_e.pdf](http://www.isuma.net/v02n01/putnam/putnam_e.pdf)

Gay Becker. 2003. "Meanings of place and displacement in three groups of older immigrants." Journal of Aging Studies. 17(2):129-149. Via [www.sciencedirect.com](http://www.sciencedirect.com)

Wallace, S.P. 1992. "Community Formation as an Activity of Daily Living: The Case of Nicaraguan Immigrant Elderly." Journal of Aging Studies. 6(4):365-383. Via [www.sciencedirect.com](http://www.sciencedirect.com)

**15. November 18: Family Caregiving Issues**

Guest Faculty: Carolyn Mendez, Ph.D.

Peggye Dilworth-Anderson, Ishan Canty Williams, and Brent E. Gibson. 2002. Issues of Race, Ethnicity, and Culture in Caregiving Research: A 20-Year Review (1980–2000). The Gerontologist 42:237-39, 255-272. [Note: just read for issues & trends, not details; note... the table listing all the studies reviewed is not in the xeroxed reader]

Calderón, Vanessa, Tennstedt, Sharon L. 1998. "Ethnic differences in the expression of caregiver burden: Results of a qualitative study." Journal of Gerontological Social Work. 30(1-2): 159-178.

Abel, Emily K. 1990. "Informal care for the disabled elderly: a critique of recent literature." Research on Aging. 12(2):139-158.

Read one of the following:

**African American**

Navaie-Waliser, Maryam, Feldman, Penny H., Gould, David A., et al. 2001. "The Experiences and Challenges of Informal Caregivers: Common Themes and Differences Among Whites, Blacks, and Hispanics." Gerontologist 41: 733-741.

**Latinos**

Phillips, Linda R., E. Torres de Ardon, P. Komnenich, M. Killeen, R. Rusinak. 2000. "The Mexican American caregiving experience." Hispanic Journal of Behavioral Sciences. 22(3):296-314.

**Asians**

Lee, Yoon-Ro, Sung, Kyu-Taik. 1998. "Cultural influences on caregiving burden: cases of Koreans and Americans." International Journal of Aging & Human Development 46(2):125-142.

**16. November 23: Community and Society - II**

Keith, Jeanie, et al. 1994. "Political Economy and Age (part)." Pp. 198-212, 230-239, 246-259. In The Aging Experience. Thousand Oaks, CA: Sage.

Alexa A. Hendley and Natasha F. Bilimoria. 1999. "Minorities and Social Security: An Analysis of Racial and Ethnic Differences in the Current Program." Social Security Bulletin. 62:2, 59-64. <http://www.ssa.gov/policy/docs/ssb/v62n2/v62n2p59.pdf>

Arlie Russell Hochschild. 2000. "The Nanny Chain." American Prospect. January 3, pp. 32-36. Via [infotrac](#) [note: .pdf available via button at bottom of article]

**November 25 – Thanksgiving Holiday**

**17. November 30: Historical Contexts**

Laslett, J.H. 1996. "Historical Perspectives: Immigration and the Rise of a Distinctive Urban Region, 1900-1970." Pp. 39-75 in R. Waldinger and M. Bozorgmehr, eds., Ethnic Los Angeles. New York: Russell Sage Foundation.

Read one of the following:

**Asians**

Hing, Bill Ong. 1993. [skim] "Two contrasting schemes: Understanding immigration policies affecting Asians before and after 1945." Pp. 17-42, and [read] "Social forces unleashed after 1965" pp. 79-120 in Making and remaking Asian America through immigration policy, 1850-1990. Stanford, CA: Stanford University Press.

**Latinos**

Portes, Alejandro and Robert L. Bach. 1985. "Contrasting Histories: Cuban and Mexican Immigrants in the United States." Pp. 72-90 in Latin Journey: Cuban and Mexican Immigrants in the United States. Berkeley, CA: University of California Press.

Romo, Richard. 1983. "Afterward -- East Los Angeles Since 1930." Pp. 163-171 in East Los Angeles: History of a Barrio. Austin, TX: University of Texas Press.

**African American**

Sides, Josh. 2003. "Introduction" Pp. 1-10 and "Chapter 6: Black community transformation in the 1960s and 1970s." Pp. 169-197 in L.A. City Limits: African American Los Angeles from the Great Depression to the Present. Berkeley, CA: UC Press. [this is a well written book worth buying if you are interested in the topic]

**18. December 2: Reducing Disparities**

Bulatao R.A., N.B. Anderson, eds. 2004. "Health Care." Pp.92-103 in Understanding racial and ethnic differences in health in late life : a research agenda. (Text)

LaVeist, Thomas A. 2004. "Conceptualizing Racial and Ethnic Disparities in Access, Utilization, and Quality of Care." Pp. 87-94 in Closing the Gap. (Text)

Bulatao R.A., N.B. Anderson, eds. 2004. "Interventions." Pp.111-121 in Understanding racial and ethnic differences in health in late life : a research agenda. (Text)

House, James S., David R. Williams. 2000. "Understanding and reducing socioeconomic and racial/ethnic disparities in health." Pp. 81-124 in B.D. Smedley and S.L.Syme, eds., Promoting Health. Washington, DC: National Academy Press. At <http://books.nap.edu/books/0309071755/html/81.html#pagetop>

**19. December 7: Rethinking Race, Culture and Aging**

Hernandez-Gallegos, W. J. Capitman, D. Yee. 1993. "Conceptual understanding of long-term service use by elders of color." Pp. 204-220 in C.M. Barresi and D.E. Stull, eds., Ethnic Elderly & Long-term Care. New York: Springer.

Hikoyeda, Nancy, Steven P. Wallace. 2001. "Do ethnic-specific long term care facilities improve resident quality of life?" Journal of Gerontological Social Work. 36(1-2):83-106.

Angel, Jacqueline L. , Ronald J. Angel, Kyriakos S. Markides. 2000. "Late-life immigration, changes in living arrangements, and headship status among older Mexican-origin individuals." Social Science Quarterly, 81(1):389-240. At [InfoTrac](#)

## **20. December 9: Race, Ethnicity & Public Policy**

Kamikawa, Louise. "Public entitlements: Exclusionary beneficence (class versus race as essential variables in policy formation)." Generations. 15(4):21-24.

Quadagno, Jill. 2000. "Promoting civil rights through the welfare state: How Medicare integrated Southern hospitals." Social Problems. 47(1):68-89.

Wallace, Steven P., V. Villa. 1997. Caught in Hostile Cross-fire: Public Policy and Minority Elderly in the United States." Pp. 397-420 in K.S. Markides and M.R. Manuel, Minorities, Aging and Health. Newbury Park, CA: Sage.

## **December 16: Final papers due**

On Aging\*

by Maya Angelou

When you see me sitting quietly,  
Like a sack left on the shelf,  
Don't think I need your chattering.  
I'm listening to myself.  
Hold! Stop! Don't pity me!  
Hold! Stop your sympathy!  
Understanding if you get it,  
Otherwise I'll do without it!

When my bones are stiff and aching  
And my feet won't climb the stair,  
I will only ask one favor:  
Don't bring me no rocking chair.

When you see me walking, stumbling,  
Don't study and get it wrong  
'Cause tired don't mean lazy  
And every goodbye ain't gone.  
I'm the same person I was back then,  
A little less hair, a little less chin,  
A lot less lungs and much less wind.  
But ain't I lucky I can still breathe in.

\* from And Still I Rise, Random House, 1978.

## Some Basic Style Rules for Papers

1. Please type your paper, double space, 12 point type. Leave approximately 1" margins, number the pages, and include a title page with your name and paper title before page 1.
  2. Be sure to cite the source of your ideas and data that come from material you have read. You need the citation whether you are using a direct quote or not. Include a bibliography of works cited within the paper. Be sure to include the authors, year, full title, publisher's location, and publisher (for books); authors, year, full title, full journal name, volume number, and page numbers (for journals).
  3. ALWAYS cite required class readings where appropriate.
  4. Avoid using the passive voice. Money has been raised to solve problems of the elderly (passive voice). The community raised money to solve problems of the elderly (active voice).
  5. Avoid the "royal we." If you alone did something, say "I did it."
  6. Avoid gendered language when you are speaking generally. E.g. "humanity" for mankind, "people live longer" vs. "man lives longer."
  7. Descriptive subheadings are useful to help guide the reader through the text and ease transitions between topics.
  8. Make sure you have followed the instructions for the paper fully. If the directions say to "compare and contrast," be sure that you have a section comparing, and another contrasting.
  9. **STYLE:** If you are already familiar with a standard academic style (e.g. APA), you can follow those guidelines. If you are unsure about style, there are several excellent reference works, including:
    - ◆ the Chicago Manual of Style is the most comprehensive
    - ◆ The Elements of Style by Strunk & White is the most common short work
    - ◆ the American Psychological Association style manual is comprehensive and commonly used in psychological and medical writing
    - ◆ You can also look at any journal, like the Gerontologist or AJPH, to see how they format articles. The last page of most journals gives a brief description of how to format citations.
- Whatever style you follow, **be consistent.**
10. Include a title page with your name, assignment title, and course number. On the paper itself include page numbers but do *not* repeat your name (if you want to use a running head, use the paper topic).

## General guide to life-history write-up

There is no single "right" way to construct this paper. The goal is to draw on your three interviews and the transcribed interviews from the others focusing on your group to describe some of the themes in the lives & health of the elderly. The papers should:

- \* be 12-15 pages (not including bibliography), double spaced
- \* Include references from class readings where appropriate

A general outline of the paper may look like:

1) Introduction (1-2 pages), describing the significance of the topic and, if you want any general background

2) Methods [1 page; optional] Describe how you obtained respondents, how you conducted interviews, how you identified themes in the data (be sure to cite appropriate methods references)

3) Themes from interviews: For this type of paper, 2-3 themes are appropriate to develop. This should be the bulk of the paper (8-10 pages). In going through the interviews, look for common issues that cut across respondents that seem to be important issues in their lives. We have covered many issues during the quarter such as: gender, health status, immigration, religion, work history/ economic opportunities, ethnic identity, race relations, family, community, definitions of old age/aging, social support, long-term care, etc. Organize your discussion around the themes, drawing examples from the interviews to illustrate your points. Do NOT simply summarize individual by individual. Avoid "quantitative" language in this *qualitative* analysis. The number of individuals with a particular trait or pattern is less important than the processes, relationships, meanings, patterns, and types of experiences that the interviews talk about. Be original and creative and explore issues. If you want you can argue whether or not you think your findings are special to your group (i.e. is a desire for independence or health unique to Latino elderly? Explain why you think this. If it is not, is there anything special in the lives of Latinos that affects this desire for independence?).

A good example of a qualitative paper that presents a simple typology analysis, see Allen, Katherine R., Rosemary Blieszner, Karen A. Roberto, Elizabeth B. Farnsworth, Karen L. Wilcox. 1999. "Older Adults and Their Children: Family Patterns of Structural Diversity." *Family Relations*, 48(2): 151-157. At <http://links.jstor.org/sici?sici=0197-6664%28199904%2948%3A2%3C151%3A0AATCF%3E2.0.CO%3B2-Y>

4) The assignment requires you to also work into your paper a discussion of structure versus culture in the lives and health of these elderly. You can do this either by including it as an issue you raise in looking at the themes in #3 (i.e. what are the relative influences of structural forces & cultural patterns in the ethnic identity of these elders, etc.), or you can save the discussion for the concluding section where you can spend a page or so discussing what and/or how structure & culture cut across various themes in the interviews.

5) Be sure to have a concluding section that ties the paper together. If you discuss the structure/culture issue in the themes section, the conclusion will be shorter (could be as short as a few paragraphs). Use your last paragraphs to bring closure to the ideas you discuss and raise implications of those ideas for other issues you feel are important.