

Faculty of Pedagogy and Psychology, University of Białystok

Academic Year **2017/2018**

Course: The Elderly and Ageing Society	ECTS Points: 2 ECTS
Course Code: 0800-ERA-7GWB	
Language: English	
Course description: optional course	
Lecturer: Kramkowska Emilia	
Semester: ¹winter	Number of hours: 15 Lecture: Classes:
Courses to be completed before enrollment to the course: ²	
Not necessary	
<u>Substantive content</u>	
Lectures	Number of hours
1. Old age, ageing, the elderly – introductory classes	2 h
2. Stereotypes concerning old age, ageing and the elderly – comparative perspective	2 h
3. Social consequences of ageing process – international view	3 h
4. Problems of old age on the basis of situation in European countries	2 h
5. Successful ageing – what does it mean?	2 h
6. The old men and old women – similarities and differences	2 h
7. Exam	2 h
<u>Aim of the course:</u>	
The aim of the course is broadening of the students' knowledge related with the progress of ageing process in different countries, with the special focus on proposals for solutions that could be implemented in different sectors of education, social education or other area of life	
<u>Teaching methods³:</u>	
Workshops with using work in groups, discussion etc.	
<u>Literature:</u>	
1. A. Leszczyńska-Rejchert, <i>Człowiek starszy i jego wspomaganie – w stronę pedagogiki starości</i> , Olsztyn: Wydawnictwo Uniwersytetu Warmińsko-Mazurskiego 2005.	
2. B. Szatur-Jaworska, P. Błędowski, M. Dzięgielewska, <i>Podstawy gerontologii społecznej</i> , Warszawa: Wydawnictwo ASPRA-JR 2006.	
3. A. Zych, <i>Przekraczając smugę cienia. Szkice z gerontologii i tanatologii</i> , Katowice 2009,	

¹ „Winter” or „summer”

² If it is needed, please write the name of the course.

³ „Lectures”, „workshops”, e.t.c.

s. 85-100.

4. A. Hulewska, Stereotypowe przekonania na temat kobiet i mężczyzn w okresie późnej dorosłości, [w:] A. Brzezińska, K. Ober-Łopatka, R. Stec, K. Ziółkowska (red.), *Zagrożeńiarozwoju w okresie późnej dorosłości*, Poznań: Wydawnictwo Fundacji Humaniora 2007, s. 185-196.
5. K. Wiśniewska-Roszkowska, *Nowe życie po sześćdziesiątce*, Warszawa: Instytut Wydawniczy Związków Zawodowych 1986, s. 49-54.
6. R.H. Adams, The determinants of international remittances in developing countries, *World Development*, Vol. 37 (1), 2009, p. 93-103.
7. L. Baldassar, Transnational families and aged care: The mobility of care and the migrance of ageing, *Journal of Ethnic and Migration Studies*, Vol. 33 (2), 2007, p. 275-297.
8. J. Knodel, J. Kespichaywattana, Ch. Saengtienchai, S. Wiwatwanich, How left behind are rural parents of migrant children? Evidence from Thailand, *Ageing and Society*, Vol. 30 (05), 2010, p. 811-841.
9. R. Uribe, Migrants Support their Older Parents from a Distance, *Migraciones Internacionales*, vol. 7 (1), 2013, p. 267-276.
10. J. Hendricks, The Elderly in Society: Beyond Modernization *Social Science History*, Vol. 6, No. 3 (Summer, 2002), pp. 321-345
11. E. Ockleford, Y. Barnes-Holmes, R. Morichelli, A. Morjaria, F. Scocchera, F. Furniss, Claudio Sdogati and Dermot Barnes-Holmes, Mistreatment of Older Women in Three European Countries: Estimated Prevalence and Service Responses, „*Violence against Women*”, No. 9, 2003, p. 1453-1464.
12. G. J. Anetzberger(2008), Elder Abuse. *Encyclopedia of Interpersonal Violence*. SAGE Publications, 3 March 2009. Dostępne na: http://sageereference.com/violence/Article_n157.html [Data dostępu: 12.10.2009 r.]
13. J. BBond, R. L. Penner, P. Yellen. *Perceived Effectiveness of Legislation Concerning Abuse of the Elderly: A Survey of Professionals in Canada and the United States*, “Canadian Journal on Ageing”, Vol. 14, sup. 2, 1995, P. 118-135.
14. R. J. Bonnie, R. B. Wallace [eds.], *Elder Mistreatment, Abuse, Neglect and Exploitation in Ageing America*, National Academic Press, Washington D. C. 2003

Forms and conditions of credit⁴:

Oral exam – during the exam the student will have 3 questions – two from the course and one to individual preparation – at the last class students will get a subject connected with the course to individual preparation for exam; each question will give for student 10 points; in order to pass exam student should get 51% (16 pkt) of all points

Student **could leave one class** in order to get a positive mark from the subject.

⁴„Test”, “written essay”, e.t.c.