

Environmental Sciences

ECOS 796

Independent Study in Environmental Science

Independent laboratory and/or library studies under the direction of a faculty member.

Prerequisite: Permission of instructor and program director.

Hrs by arrangement, 1-3 Credits

ECOS 798

Internship in Environmental Sciences

Individual student placements at a private sector or government institution in order to provide training and professional experiences not available on campus.

Each placement is jointly supervised by an individual at the host agency or company and by a faculty member.

Prerequisite: Completion of 18 graduate credits.

Hrs by arrangement, 1-9 Credits

ECOS 899

Dissertation Research

Research, conducted under faculty supervision, which leads to the presentation of a doctoral dissertation.

Hrs by arrangement, 1-10 Credits

GERONTOLOGY (PhD, MS, GRADUATE CERTIFICATE)

MANAGEMENT OF AGING SERVICES TRACK (MS)

Faculty

Ellen Birchander, MS, *Tufts University, MSW, Boston College* • Experimental Psychology (Part-time)

Ellen A Bruce, JD, *Northeastern University* • Law

Jeffrey A Burr, PhD, *University of Texas at Austin* • Sociology

Francis G Caro, PhD, *University of Minnesota* • Sociology

Yung-Ping Chen, PhD, *University of Washington* • Economics

Lillian Glickman, PhD, *Brandeis University* • Public Policy (Part-time)

Jan E Mutchler, PhD, *University of Texas at Austin* • Sociology

Frank Porell, PhD, *Carnegie-Mellon University* • Urban and Public Affairs

Nina M Silverstein, PhD, *Brandeis University* • Social Welfare

Marian Spencer, RN, MS, *Boston University* • Social Welfare

Barbara F Turner, PhD, *University of Chicago* • Human Development

Robert Weiss (Emeritus), PhD, *University of Michigan* • Sociology

The PhD Program

UMass Boston's PhD Program in Gerontology is located in the McCormack Graduate School for Policy Studies. The PhD Program is designed to prepare students for leadership roles as teachers, researchers, planners, and policy makers in this field of growing importance for both the private and the public sectors. The program's approach reflects the urban mission of the University of Massachusetts Boston. Special attention is given to the needs of the low-income elderly, and to issues of racial and cultural diversity.

The PhD Program in Gerontology qualifies a select group of skilled researchers and policy analysts to extend the frontiers of this growing field through research, teaching, or policy development; and to prepare themselves for leadership roles in our aging society. Advanced work in gerontology is interdisciplinary, bridging theories, concepts, and research methods drawn from several social sciences.

The curriculum of UMass Boston's PhD Program in Gerontology is designed to give graduates command of a broad body of specialized knowledge in aging and social policy, as well as the capacity to develop methodologically sound procedures to expand that base of knowledge and understanding. The program can be completed in four years: five semesters of full-time course work, one semester of combined course and dissertation work, and two semesters of full-time dissertation work.

The program's location on campus adjoins UMass Boston's Gerontology Institute. The Gerontology Institute, established by the Massachusetts Legislature, constitutes a major resource for the doctoral program. The Institute's mission is to focus attention on the economic, social, and political issues that confront the aging population.

Institute activities include policy research and analysis as well as publication of the *Journal of Aging & Social Policy*. The Institute emphasizes the demography of aging, income security, health care, long-term care, and productive economic and social roles for the elderly. Older people themselves are often involved in the design and execution of Institute activities.

Students in the program gain experience by participating in the Institute's research and policy projects.

Degree Requirements

Please see the general statement of degree requirements for doctoral programs in the "Admissions" section of this publication.

Degree requirements for the Gerontology PhD Program include course work, an empirical research paper, qualifying paper examination, and a doctoral dissertation.

Course Work

Students in the Gerontology PhD program must accumulate 69 credits, through taking courses as listed below:

A. Four foundation courses, which emphasize different disciplinary approaches to aging:

GERON 621 (Social Aspects of Aging)

GERON 626 (Economic Issues in Aging Populations)

GERON 628 (Psychology of Aging)

GERON 724 (Ethnic and Racial Diversity in Aging Societies)

(Total: 12 credits)

Gerontology

- B. Six research courses, which emphasize research methods and statistics:
- GERON 601 (Research Methods and Experimental Design)
 - GERON 603-604 (Statistical Methods in the Analysis of Social Problems I and II) or
 - PPOL G 604-605 (Statistics I and II)
 - GERON 726 (Current National Data Bases in Gerontological Policy Research)
 - GERON 727 (Research Practicum in Gerontology)
- and one of the following:
- GERON L609 (Qualitative Methods and Field Research) or
 - GERON 701 (Advanced Statistical Methods in Gerontology) or
 - GERON 732 (Demographic Methods in Aging)
- (Total: 18 credits)
- C. Two policy foundation courses:
- GERON 623 (Issues in Aging Policy)
 - GERON 760 (Policy Analysis Techniques)
- (Total: 6 credits)
- D. One advanced gerontology policy course, which provides a scholarly, in-depth examination of aging policy.
- GERON 761 (Advanced Policy Analysis in Aging)
- (Total: 3 credits)
- E. Three semesters of Colloquium Series
- GERON 688 (Multidisciplinary Seminar) one credit each (Total: 3 credits)
- F. At least six elective courses at the graduate level; these may be taken in the Gerontology Program or other UMass Boston graduate programs, or at other cooperating universities.
- (Total: 18 credits)
- G. GERON 899 (Dissertation Research)
- (Total: 9 credits)

Please note: Up to 6 credits of appropriate graduate course work not already counted toward another degree may be transferred; please see the University's general transfer policy in the "Regulations, Procedures, and Degree Requirements" section of this publication. In addition, students who enter the program already holding an appropriate master's degree may petition the Graduate Program Director for waiver of up to 12 credit hours of required or elective course work. Prior graduate courses will be consid-

ered for meeting elective requirements on the basis of their pertinence to the student's course of studies in gerontology. All courses considered for transfer or waiver must have been completed with at least a grade of B. Consideration will be given only to courses completed within 7 years of enrollment. Acceptance of prior course work is subject to the final approval of the Graduate Program Director and the Dean of Graduate Studies.

An Empirical Research Policy Paper

By the end of the fourth semester of study, students are expected to complete an empirical research policy paper, comparable to an article that would be published in a professional academic journal. The paper is based on the preparatory course work in research methods and statistical analysis undertaken during the first and second years of study.

In the third semester of study, students enroll in GERON 726, and in the fourth semester they enroll in GERON 727. The two courses provide an opportunity to do an in-depth examination of databases in aging, participate in a process of detailed analysis of findings, and learn how academic material is presented for scholarly review. The resulting research paper contains all the elements of a scholarly article: statement of the problem, literature review, research design or analytic framework, presentation of findings, and conclusions. Completion and acceptance of the paper by two faculty reviewers by the end of the fourth term is a prerequisite to taking the qualifying paper examination.

Qualifying Paper Examination

The qualifying paper exam tests students on their ability to lay the foundation for a substantial research project by reviewing diverse literature and developing a sound conceptual/theoretical framework that reflects the current scientific literature. The exam will normally be taken in the spring semester of the student's third year of study, following the completion of all required course work. After passing the qualifying paper examination, the student becomes a candidate for the PhD degree.

Doctoral Dissertation

Students are required to complete a doctoral dissertation that reflects an original and independent scholarly contribution to the state of knowledge in the field of gerontology. A doctoral dissertation proposal may be prepared upon successful completion of the qualifying paper examination. Following development of a proposal, a dissertation committee is established and approved by the Dean of Graduate Studies. The dissertation is supervised by a primary advisor. A dissertation committee consisting of at least three members, two of whom must be members of the Gerontology Graduate Faculty and one of whom must be from outside the gerontology faculty, is responsible for approving the dissertation proposal, overseeing the data collection and analysis, and reviewing drafts of the dissertation. Candidates enroll in GERON 899 (Dissertation Research). An oral defense of the dissertation may be scheduled only after all members of the committee agree that the dissertation is ready to be defended.

If the presentation and successful defense of the dissertation does not take place within five years of admission to candidacy, the candidate may appeal for a one-year extension. The extension may be granted by the Dean of Graduate Studies if the dissertation chair and the Graduate Program Director are able to certify that the student is actively working on the dissertation and has a realistic plan in place for completion of the dissertation within one year. (Please see the general statement on time limits and leaves of absence for all graduate programs in the "Regulations, Procedures, and Degree Requirements" section of this publication.)

A student who has not successfully defended her or his dissertation after six years may request a further extension. However, the student must show evidence of active work on the dissertation and a realistic plan for completion of the dissertation; and must enroll in a minimum of one graduate-level course per year until the dissertation is completed. The courses must be pertinent to the dissertation (as certified by the dissertation chair and the Graduate Program Director). An independent study course will not fulfill this requirement. The course may be a repeat of a course taken prior to the qualifying paper examination.

Gerontology

The adequacy of each student's progress toward the degree is reviewed at least once a year. Until the student's dissertation committee is formed, this assessment is made by the Graduate Program Director in consultation with the faculty. Criteria for adequate progress include performance in courses, the second-year paper, and preliminary examinations. Students are expected to maintain at least a B average in courses. Students are strongly encouraged to participate in the Gerontology Speaker Series, as well as other events sponsored by the Gerontology Department and Institute.

Admission Requirements

Please see the general statement of admission requirements for all graduate studies programs in the "Admissions" section of this publication, and the "Special Instructions for Applicants to Individual Programs" section at the back of this publication.

Admission to the program is competitive; approximately six to eight full-time students will be enrolled each year, in addition to a limited number of part-time students.

Admission requirements include a bachelor's degree from an accredited institution; an undergraduate grade point average of 3.00 (or equivalent) or better; general GRE scores (verbal and quantitative); transcripts of all prior academic work; three letters of recommendation; and a personal statement. Applicants in mid-career should also submit a résumé and at least one letter of recommendation from an employer among the required three. Members of minority groups are encouraged to apply. The admissions committee expects to interview applicants in person or by phone, whenever possible. Priority is given to those who submit applications and all supporting credentials by February 1. This deadline is especially important for applicants who wish to be considered for a research or teaching assistantship.

The MS Program

The General Track

The Master's of Science Program in Gerontology trains students in research and policy issues that will assist the city of Boston, the state of Massachusetts, and the nation to address a number of issues surrounding a diverse aging population. The MS Program will serve the needs of students who are committed to the aging field and who wish to pursue a master's degree. The curriculum of the MS Program is designed to give graduates command of a broad body of specialized knowledge in aging and social policy, as well as the capacity to develop methodologically sound procedures to expand that base of knowledge and understanding. The MS Program employs social science theories, research techniques, and content to provide students with the tools to accomplish basic research in a range of substantive areas. Students are also introduced to the major policy issues affecting older persons in the United States and enabled to engage with these issues in the public and private spheres.

Students in the MS Program are required to complete 30 credit hours, including the capstone course, which allows students to employ their experiences and training in the production of a research project and report.

The MS Program is designed to be a terminal degree. However, on occasion students in the MS Program may be admitted into the PhD Program. It is also possible that students who are admitted into the Graduate Certificate Program may subsequently be admitted into the MS Program.

To apply to the MS in Gerontology Program, students should submit an application portfolio to the UMass Boston Graduate Admissions Office, for review by the Gerontology Admissions Committee. The application should include official scores from the general (verbal and quantitative) Graduate Record Exam (GRE), official transcripts from all universities and colleges attended by the applicant, a personal statement explaining the student's goals and experiences, and all standard UMass Boston application requirements (completed application forms, fees). The Graduate Program Director has the discretion to waive the GRE requirement. The application deadline is June 1. Full- and part-time students are accepted into the Program. For full-time students, the MS Program will take three to four semesters to complete.

Course Requirements

Students in the Gerontology Master's of Science Program must accumulate 30 credits, through taking courses as listed below:

- A. Foundation Courses
 - Social Aspects of Aging (GERON 621)
 - Issues in Aging Policy (GERON 623)
 - Economics Issues in Aging Populations (GERON 626)
 - Psychology of Aging (GERON 628)
 - (Total: 12 credits)
- B. Research Methods and Statistics
 - Research Methods and Experimental Design (GERON 601)
 - Statistical Methods in the Analysis of Social Problems I (GERON 603)
 - or
 - approved substitutions
 - (Total: 6 credits)
- C. Electives*
 - A combination of three courses selected from the following Gerontology courses:
 - Statistical Methods in the Analysis of Social Problems II (GERON 604)
 - Qualitative Methods and Field Research (GERON L609)
 - Families of Later Life (GERON 631)
 - Health and Physical Changes in Aging (GERON 611)
 - Internship in Gerontology (GERON 798)
 - Independent Study (GERON 796)
 - and/or
 - Approved graduate courses from the following programs: Applied Sociology, Nursing, Dispute Resolution, Public Policy, and Public Affairs
 - (Total: 9 credits)
- D. Capstone Project
 - Capstone Course (GERON 691)
 - (Total: 3 credits)

Gerontology

Management of Aging Services Track

The Management of Aging Services (MAS) track provides qualified graduate students with advanced training in gerontology and managerial practices relevant to the aging services field, enabling them to be administrators in the aging services network. The MAS program is designed primarily for mid-career professionals in the aging field, but it is also appropriate for persons who wish to enter the field for the first time. With the aging of the American population, especially the baby boom generation, and the concomitant rise in the demand for aging services in Massachusetts and throughout the United States, for-profit and not-for-profit organizations and governmental agencies require persons trained to administer and manage these services. The objectives of the MAS track are to provide graduate students with (a) a foundation in economic, social-psychological, and health aspects of aging populations, along with the service delivery needs of these populations, (b) basic knowledge in formal organizational structures, personnel management, financing and marketing as relevant to the aging services field, and (c) a capstone course that provides firsthand experience with aging services organizations where coursework may be applied.

The MAS track requires the completion of 30 credit hours: eight required courses and two elective courses. Courses are offered in the evenings, on Saturdays, and in distance-learning formats to make it possible for persons who are working to take the courses. The delivery of courses relies on distance learning technologies, including online courses and interactive television, allowing students to attend class both at the UMass Boston campus and at satellite locations (e.g., UMass Boston Plymouth Campus and North Shore Community College).

Prior to graduation, students are required to take a capstone course which will involve working with the course instructor to develop and complete a project tailored to the student's interests and work goals. The project is based on a work/internship experience in an agency within the aging network and includes a traditional term paper summarizing and analyzing the experience. The student's project will demonstrate his/her understanding of management issues within an aging services organizational setting and a capacity to respond to these issues in a thoughtful and resourceful manner.

Each summer, new students are required to attend an event on campus where the students are provided an orientation to the Program and the UMass Boston campus. In addition, frequent workshops are held during the academic year at the UMass Boston campus on a variety of topics to assist students with incorporating academic material learned in the courses into the professional workforce.

Required Courses

- GERON 611 (Health and Physical Aspects of Aging)
 - GERON 623 (Issues in Aging Policy)
 - GERON 650 (Service Delivery Issues in Aging)
 - GERON 660 (Organization and Financing of Aging Services)
 - GERON 691 (Capstone Project)
- As this Bulletin goes to press, the following required courses are in development:
- Financial Management of Aging Services
 - Human Resources and Personnel Management

Elective Courses

- GERON 621 (Social Aspects of Aging)
 - GERON 626 (Economic Issues in Aging Populations)
 - GERON 628 (Psychology of Aging)
- Other relevant courses as approved by the Director of the MAS Track

The Graduate Certificate

The Graduate Certificate in Gerontology is designed to provide students with a broad overview of issues in gerontology. Students enrolled in the certificate program must complete five substantive three-credit courses in gerontology. These may be chosen from among foundation courses, advanced policy courses, and elective courses. In every case, students must satisfy all course prerequisites before enrolling. Research courses (such as statistics or research methods) may not be used to satisfy graduate certificate requirements.

The following is a partial list of courses through which graduate certificate requirements may be satisfied:

- GERON 611 (Health and Physical Aspects of Aging)
- GERON 614 (Issues Concerning Specialized Target Populations of the Elderly)
- GERON 621 (Social Aspects of Aging)
- GERON 623 (Issues in Aging Policy)
- GERON 626 (Economic Issues in Aging Populations)
- GERON 628 (Psychology of Aging)
- GERON 631 (Families of Later Life)
- GERON 721 (History and Political Economy of Social Policy Toward the Elderly)
- GERON 724 (Ethnic and Racial Diversity in Aging Societies)
- GERON 734 (Law and Health Policy for the Elderly)
- GERON 761 (Advanced Policy Analysis)
- GERON 771 (Seminar in Long-Term Care)

Eligibility for Courses

Graduate courses in gerontology are open to regularly matriculated PhD and master's students in the program, to certificate students, and to other graduate students with the permission of individual course instructors and the Graduate Program Director.

Courses

GERON 601 Research Methods and Experimental Design

This course provides the conceptual and practical foundations for policy research on aging. It covers the methodological skills necessary for empirical dissertation research.

Prerequisites: Upper-level undergraduate statistics and one laboratory or field course in the natural or social sciences.

Corequisite (required only for doctoral and master's students): GERON 603.

3 Lect Hrs, 2 Lab Hrs, 3 Credits

Mr Burr

Gerontology

GERON 603

Statistical Methods in the Analysis of Social Problems I

This course introduces students to statistics as a social science tool. It is designed to provide students with a working knowledge of descriptive statistics, the logic of statistical inference, hypothesis testing, analysis of variance, and correlation. In addition to classroom instruction, students are required to attend a statistical lab each week to use a statistical package. Student should expect to use the statistical package outside of class for homework assignments.

Corequisite (required only for doctoral and master's students): GERON 601.

4 Lect Hrs, 2 Lab Hrs, 3 Credits

Mr Porell

GERON 604

Statistical Methods in the Analysis of Social Problems II

This course introduces students to advanced statistical procedures as social science tools. This is an application-oriented course covering multiple regression analysis in extensive detail and logistic regression models. It is designed to provide students with a working knowledge of advanced statistical techniques. This is an application-oriented course covering multiple regression, path analysis, simultaneous equation methods, factor analysis, summary measures, and econometrics. Students are required to use a statistical package available in computer labs outside of class for homework assignments.

Prerequisite: GERON 603.

4 Lect Hrs, 2 Lab Hrs, 3 Credits

Mr Porell

GERON L609 (PPOL L609)

Qualitative Methods and Field Research

This course is designed to introduce students to qualitative research methods; its specific focus is on policy research and aging. Students practice the skills needed to observe the world around us, by attending to social phenomena, descriptively and analytically. The course functions as both a seminar and a research workshop, and students learn by engaging in a field work project.

Prerequisites: GERON 601, 603.

3 Lect Hrs, 3 Credits

GERON 611

Health and Physical Changes in Aging

Those who provide and manage services for the elderly, or are involved in public policy and research concerning the elderly, need knowledge about the physical process of aging. This course describes the physiological changes that accompany the aging process and relates these to social and economic factors that influence health status. Discussion topics include issues of prevention, health promotion and health maintenance, and selected disorders that affect health and independent living.

3 Lect Hrs, 3 Credits

GERON 614

Issues Concerning Specialized Target Populations of the Elderly

This course provides an opportunity for the presentation of current research affecting such specialized target populations of the aged as the disabled, veterans, homeless, abused, minority or ethnic groups, or those in various income categories.

3 Lect Hrs, 3 Credits

GERON 621

Social Aspects of Aging

This course presents a social perspective on the aging process. It considers social factors that influence aging and the nature of the integration of the aged into society, as well as the way in which population aging affects the society as a whole. The course also looks at social theories of aging, paying special attention to changing social roles, social stratification and aging, and the development of institutions for the aged. Gender, race, ethnicity, and class are discussed as social categories that influence aging and that play a role in the determination of social policy for the aged. Readings on the status, role, and culture of the aged are drawn from the literature of sociology, economics, and anthropology.

3 Lect Hrs, 3 Credits

Ms Mutchler

GERON 623

Issues in Aging Policy

This course introduces students to the development, implementation, and analysis of social policy in the United States on major issues affecting older people. Income security, health care financing, and long-term care receive major attention. Discussions also focus on the programs mandated by the Older Americans Act; and participants examine the major normative, demographic, economic, and political forces that underlie aging policy.

3 Lect Hrs, 3 Credits

GERON 626

Economic Issues in Aging Populations

This course deals with the economic issues raised by aging populations. It begins by introducing population trends and projections, and provides a primer on microeconomic and macroeconomic concepts and analyses. The course then discusses a range of economic issues and some of the major institutions and elements in our society that play important roles in providing people with income and health security: Social Security, private pensions, private savings, public assistance, work, and retirement. Special attention is paid to problems affecting racial and ethnic minorities, women, widows, and the "old old." Emphasis is also given to the potential for productive aging and for economic relationships across generations.

3 Lect Hrs, 3 Credits

Mr Chen

GERON 628

Psychology of Aging

This course focuses on psychosocial processes throughout the second half of life, from middle age through the "young old" and "old old" years. It addresses both normal aging and psychopathology. Of special concern is the question of whether there are any systematic intrinsic psychological or personality changes associated with development in later life. The course also focuses on the processes used to cope with age-associated transitions ranging from the empty nest to impending death. It explores theoretical models for understanding coping and adaptation, developmental changes, and psychopathology. Other topics include clarification of the causes and nature of the most common psychopathologies, depression, and Alzheimer's disease; and the psychodynamics of institutionalization and family care of the very old.

3 Lect Hrs, 3 Credits

Ms Turner

GERON 631

Families of Later Life

This course presents an overview of gerontological research on family relations in later life. Its objective is to provide a summary of the major theories, theoretical concepts, and research findings about later life. The course addresses social policy issues, applications of family theory, and such practical implications as intervention strategies for helping older families and caregivers. Family theory and research are looked at from a multidisciplinary perspective.

3 Lect Hrs, 3 Credits

Ms Turner

Gerontology

GERON 641

Historical and Theoretical Foundations of Gerontology

This course examines the development of science as an evolving and changing concept. Participants study the philosophy of science and the pertinent literature relevant to the structure of the social sciences. The course explores various concepts of theory building, as a way of providing students with a framework showing how theory is developed and influenced by research, and how research is subsequently influenced by theory. The course seeks to provide students with a perspective from which they can critique gerontological theory and develop new research agendas to assist in the development of theory in this evolving field.

3 Lect Hrs, 3 Credits

GERON 650

Service Delivery Issues in Aging

This course focuses on the links between consumers and aging services in organizational settings with well-developed formal services. The aim of the course is to provide students with an understanding of the structural problems that underlie the challenges that consumers face in using formal services. The course will cover a wide range of services that older people may need, the complementary relationship between formal and informal services, boundary issues among service specialties and service professionals, service coordination and integration, and the role of both consumer direction and professional case management in negotiating service systems.

3 Lect Hrs, 3 Credits

GERON 660

Organization and Financing of Aging Services

The influences of organizational and financial forces upon aging services are analyzed in this course. Various public (federal and state) and private sources of funding are considered. Three sources of public financing—Medicare, Medicaid, and the Older Americans Act—are examined in depth. The relative strengths of public and private funding are examined with attention to both access and quality issues. The implications of both the financing and organizational forces are considered for several major service modalities, including nursing homes, assisted living, home care, and adult day care.

3 Lect Hrs, 3 Credits

GERON 688

Multidisciplinary Seminar in Aging

A multidisciplinary colloquium series highlights current research and theory in gerontology. Presentations by students, faculty, and other scholars. Must be taken three times for credit by students enrolled in the PhD program.

Hrs by arrangement, 1 Credit

GERON 691

Capstone Project Seminar

The course guides each master's student through the production to completion of a research project and report. Topics include a critique of unresolved issues in analyses of age, cohort, and period effects; an exposition of theoretical developments in social gerontological theory and their application to the issue of social policy and aging; explication of a research project, including interview training; research problem development, implementation of appropriate research methods for specific problems, and how to prepare a written document that describes the design of the project, the results of the analysis, and conclusions.

3 Credits

GERON 697

Special Topics in Aging Policy

This course provides an opportunity for presentation of current topics in aging policy that do not fall under the purview of any other course.

Hrs by arrangement, 1-3 Credits

GERON 701

Advanced Statistical Methods in Gerontology

This course instructs students in advanced statistical topics and provides training in the use of corresponding computer methods. The course builds upon the statistical foundations established in GERON 601, 603, 604, and 605, providing technical skills for use in the complex and specialized statistical research found in the social sciences. In addition to class time, this course requires independent work at the computer.

Prerequisites: GERON 604.

3 Lect Hrs, 3 Credits
Mr Porell

GERON 721

History and Political Economy of Social Policy Toward the Elderly

In the United States public policy toward the elderly is a relatively recent phenomenon, first articulated in the 1935 landmark Social Security legislation. Participants study the history that led up to the development of Social Security and go on to use it as a

context in which to examine other significant federal legislation for the aged such as Medicare and Medicaid. Particular emphasis is placed on the competing political forces that influenced the development of aging policy in the past and continue to do so. Economic, social, and health-related benefits for the aged in the United States are analyzed in comparison to those existing for other age groups in this country, and for the elderly in other industrialized nations.

3 Lect Hrs, 3 Credits

GERON 722

Social and Health Service Delivery Systems for the Elderly

This course provides an overview of the various delivery systems that provide social and medical services to the elderly. Students examine the highly fragmented delivery systems that presently exist and explore alternative models for service delivery. The course involves a technical analysis of recent research on health care and social service reimbursement systems which consider cost containment as part of the optimal service delivery mechanism. The course seeks to acquaint graduate students with the planning models used in developing reimbursement and service delivery systems and to explore new models that can achieve high-quality service goals in a political environment.

3 Lect Hrs, 3 Credits

GERON 724

Ethnic and Racial Diversity in Aging Societies

This course examines the implications of race, ethnicity, socioeconomic status, and social class for the experiences of people in later life. Major attention is given to the cumulative consequences for life in old age of the life-long adversity experienced by many members of disadvantaged groups. Discussions also focus on the supports provided through families and ethnic associations for older people who are members of low-income racial and ethnic groups and on the implications for aging of migration patterns among members of these groups. The course also examines programs and policies designed to address the special needs of racially disadvantaged elders in the United States. While emphasis is on the United States, some consideration is given to cross-national comparisons of the role of culture in establishing normative expectations for the aging experience and in providing the context for the development of aging policy.

Prerequisites: GERON 621 and GERON 626.

3 Lect Hrs, 3 Credits
Ms Mutchler

Gerontology

GERON 726

Current National Data Bases in Gerontological Policy Research

This course introduces students to the use of large national databases for gerontological social policy research. It provides a brief survey of the scope and content of various public-use national databases used in gerontological research, as well as an in-depth examination of one of these major databases. Students are introduced to the fundamentals of statistical programming; to the use of such standard statistical packages as Statistical Analysis System (SAS); and to methods and strategies for basic analytic data file construction. These programming skills are applied to actual gerontological databases through examples presented by the instructor, as well as through a series of take-home student assignments completed by the students. In addition to class time, this course requires independent work at a computer.

3 Lect Hrs, 3 Credits

Mr Porell

GERON 727

Research Practicum in Gerontology

This course provides students with a guided experience in writing an empirical research paper of publishable quality. Participants address a research question through secondary statistical analysis of a large survey data set supplied by the instructor. They critically examine published papers to learn how to write empirical papers for refereed gerontology journals. The statistical analysis involves application of multiple regression techniques. Students receive guidance from the instructor in all aspects of writing the paper: introduction, literature review, methodology, findings, and discussion. They also learn how to construct complex statistical tables. The course requires independent work conducting analysis of statistical data at a computer.

Prerequisites: GERON 604 and 726.

3 Lect Hrs, 3 Credits

Mr Porell

GERON 732

Demographic Methods in Aging

This course provides a foundation in basic demographic methods for gerontology doctoral students. Its underlying assumption is that population aging will be the major demographic phenomenon affecting this nation's institutions over the next half century. Students develop an understanding of how demographic trends and characteristics of populations are measured and examine the social and policy implications of major demographic trends for the United States and other countries.

Prerequisite: GERON 603 or equivalent.

3 Lect Hrs, 3 Credits

GERON 734

Law and Health Policy for the Elderly

This course examines the use of law in creating health policy that affects older Americans. It presents students with a brief introduction to the sources of law, to legal reasoning, and to the structure of the legal system. Cases are used to explore the impact of our legal system on issues of access, quality, and the cost of health care for older citizens. Other issues to be discussed include consent to and withdrawal of treatment.

Prerequisite: Graduate standing.

3 Lect Hrs, 3 Credits

Ms Bruce

GERON 760

Policy Analysis Techniques

The course introduces students to a variety of formal methods used in policy analysis in gerontology. Topics include methods of legal research; projection techniques; factorial survey designs to determine the normative underpinnings of policy; measurement of inequality; measurement of efficiency in targeting; use of matrices for analysis of goals and alternatives; benefit-cost analysis; assessment of political feasibility; assessment of feasibility of implementation; and evaluation research. Students learn how to apply the various techniques through a series of assignments.

Prerequisites: GERON 623 and 2 graduate statistics courses.

3 Lect Hrs, 3 Credits

GERON 761

Advanced Policy Analysis in Aging

This course is concerned with the formation, justification, and implementation of aging policy in the United States. Designed for students with a background in the history, economics, and political economy of aging policy, the course provides an opportunity to apply this knowledge to the shaping of current public policy. The course explores agenda setting, the dynamics of the political process, and the variety of ways in which political power can be used. Students write a paper designed to inform decision makers on a current policy issue in aging.

Prerequisites: GERON 623 and 626.

3 Lect Hrs, 3 Credits

Mr Caro

GERON 771

Seminar in Long-Term Care

This course analyzes major public policy issues in the organization and financing of long-term-care services in the United States. It examines the full spectrum of long-term-care services, including both institutional and non-institutional long-term care. The course also includes systematic descriptions of the characteristics of existing interventions, reviews of policy research findings, and critical analyses of policy options.

3 Lect Hrs, 3 Credits

GERON 772

Seminar in Health Care Financing

This course analyzes historical, current, and proposed policy options in health care financing, including Medicare, health insurance, and issues of provider reimbursement.

Prerequisites: GERON 623, 626.

3 Lect/Disc Hrs, 3 Credits

Mr Porell

GERON 774

Seminar in Economic Security of the Aged

Lectures and discussion on contemporary issues in economic security for the elderly.

3 Lect/Disc Hrs, 3 Credits

Gerontology

GERON 779

Seminar in Productive Aging

This course provides advanced doctoral students with an opportunity to examine and critique research and scholarly discourse on the economic and social roles of older people in contemporary society. Students analyze the major positions and debates about productive aging and review the most recent research concerning productive activities of older people. Though the primary focus is on the United States, there are also readings and discussion about other industrialized nations.
3 Lect/Disc Hrs, 3 Credits

GERON 796

Independent Study in Aging Policy

Independent research under the direction of a faculty member.
Hrs by arrangement, 1-6 Credits

GERON 798

Internship in Gerontology

Students participate in policy research or policy analysis of aging-related issues in various settings, including but not limited to government agencies, research institutes at other universities, and nonprofit organizations. Each internship is supervised by a faculty member. Students receive credit on the basis of a paper that reflects the substantive work accomplished through the internship and/or the general knowledge gained through the internship about policy research or policy analysis. Students may register for this course as often as they like but may apply no more than 3 credits toward their degree.
1-3 Credits

GERON 891

Dissertation Seminar

This course assists students in preparing the dissertation proposal and in the design and data collection phases of the dissertation process.
3 Disc Hrs, 3 Credits

GERON 899

Dissertation Research

Research conducted under faculty supervision that leads to the presentation of a doctoral dissertation.
Hrs by arrangement, 1-9 Credits

HISTORY (MA)

HISTORY TRACK, HISTORY TEACHING TRACK, HISTORICAL ARCHAEOLOGY TRACK

Faculty

Lester Bartson, PhD, *Harvard University*
• Ancient Archaeology and History • History of Monarchy

Paul Bookbinder, PhD, *Brandeis University*
• History of Germany • Holocaust • Political Violence

Vincent Cannato, PhD, *Columbia University*
• 20th Century American Political History • Urban History • Immigration

Michael Chesson, PhD, *Harvard University*
• Civil War and Reconstruction • Old South • Slavery

Jonathan M Chu, MSL, *Yale Law School*, PhD, *University of Washington*
• Colonial America • American Revolution • American Legal History

Spencer DiScala, PhD, *Columbia University*
• Modern Italy • History of Socialism • 19th- and 20th-Century Europe

David Hunt, PhD, *Harvard University*
• French Social History • Peasant Society • Vietnam

Esther Kingston-Mann (American Studies Program, History Department), PhD, *Johns Hopkins University*
• Modern Russian Soviet and Post-Soviet History • Peasants and Issues of Economic Development • The Cold War

Ruth Miller, PhD, *Princeton University*
• Modern Middle East • Ottoman Islamic Law in the Modern Period

David B Landon (Anthropology Department), PhD, *Boston University*
• Historical and Environmental Archaeology

Stephen Mrozowski (Anthropology Department), PhD, *Brown University*
• Historical and Urban Archaeology

Amy Den Ouden (Anthropology Department), PhD, *University of Connecticut*
• Cultural Anthropology • Ethnohistory • Native American History • North America • Eastern United States

William A Percy, PhD, *Princeton University*
• Medieval History • Gay History

Timothy Sieber (Anthropology Department), PhD, *New York University*
• Urban Anthropology • Anthropology of Education • Ethnicity

Woodruff Smith, PhD, *University of Chicago*
• German and Modern European History • African History

Malcolm Smuts, PhD, *Princeton University*
• History of England to 1850 • Early Modern Europe

Steven Silliman (Anthropology Department), PhD, *University of California, Berkeley*
• Prehistoric and Historical Archaeology • Culture Contact • North America • California • Eastern United States

Heather Trigg (Fiske Center for Archaeological Research), PhD, *University of Michigan*
• Prehistoric and Historical Archaeology • Culture Contact • Paleoethnobotany • North America • Southwest • Eastern United States

Julie Winch, PhD, *Bryn Mawr College*
• Afro-American History • Maritime History

Judith Zeitlin (Anthropology Department), PhD, *Yale University*
• Prehistoric and Historic Archaeology • New World Colonialism

The Program

The History Department offers a master's degree in history with a choice of three tracks: a history track; a history teaching track; and (with the Anthropology Department) a historical archaeology track.

History

The Master of Arts Program in History offers a rigorous, individually planned set of courses and supervised research and writing. Both demanding and flexible, it suits those students who intend to pursue a PhD or a career in secondary-school teaching, as well as those who seek to test their capacity for graduate work. Not all students enter directly from college; many return at the beginning graduate level after long absences from school. The student body includes teachers at the secondary level who desire to improve their knowledge of the field. Students who simply wish to pursue advanced studies for their own intellectual enjoyment and development also benefit from the program's design. Graduate enrollment is small, affording the graduate student close faculty attention and support. All graduate courses consist of seminars that are capped at 15 students.