

# HLTH AGE 713: CRITICAL PERSPECTIVES ON AGING

Winter 2020

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## **Course Objectives**

This course introduces students to critical perspectives on aging by examining the intersections between the lives of older adults and the institutional structures that they encounter and negotiate on a daily basis. Beginning with the welfare state, we survey key areas of research in social gerontology addressing institutions such as health care, education, law, family and religion. A key objective is for students to actively engage in literature on public institutions and aging and relate this scholarship to their own interests and development.

## **Required Materials and Texts**

There is no text in this course. The schedule below lists the readings for each week. All are available through the McMaster library system.

## **Class Format**

In each class students will be expected to bring to the discussion a supplemental reading in the social sciences based on the course readings and related to their own interests or program of research. Students may also be assigned additional readings on a weekly basis.

## **Course Evaluation**

Please submit all written assignments double-spaced with one-inch borders in 12-pitch font. Please include a list of references and a title page that includes your name, ID number and date. Please use APA style or another standardized style found in a scholarly journal.

## ***Written Assignments***

Students will write two critical analysis papers. The first, (worth 25%; **due February 12, 2020**; five to eight pages) discusses the changing dynamics of the welfare state over time in relation to aging and discusses the consequences, positive and negative, on the lives of older adults. In the second (worth 50%; **due mid-April: between April 10 to 15, 2020**; twenty to thirty pages) students will look in more depth at one public institution or compare two different public institutions, analyzing the ways in which the lives of older adults are structured and shared by institutional structures and discourses.

As a graduate seminar, there is the opportunity for students to articulate their own written assignment structure depending on their interests and learning objectives. You will be given the opportunity to either pursue your own interests and research through the course or be involved in a number of ongoing research projects in the area of aging.

## ***Weekly Presentations***

For each class students will find a supplemental article (or book chapter) based on their readings of the course material for that week. Each student will be asked to present a brief summary of the article and discuss its relationship to the theme for that week. The informal presentations are mandatory and will be marked pass or fail. For inadequate or missed presentations, students can submit a two-page written summary. Full marks will be given once

students have provided an adequate presentation or summary for each week. Participation is worth 25% of the overall grade. If students receive passing grades on each of the weeks in their participation they will receive an A level grade for their participation.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (January 8)**

#### **Course Overview**

No Readings

### **Week 2 (January 15)**

#### **Aging and the Welfare State**

Readings:

- Martinson, M. & Minkler, M. 2006. Civic Engagement and Older Adults, *The Gerontologist*, 46, 3, 318–324
- Rudman, D. 2006. Shaping the Active, Autonomous & Responsible Modern Retiree. *Ageing and Society*, 26, 02, 181-201.
- Phillipson, C., & Biggs, S. (1998). Modernity and identity: Themes and perspectives in the study of older adults. *Journal of Aging and Identity*, 3(1), 11-23.
- Biggs, S., & Powell, J. L. (2001). A Foucauldian analysis of old age and the power of social welfare. *Journal of aging & social policy*, 12(2), 93-112.

### **Week 3 (January 22)**

#### **Family**

Readings:

- Daatland, S. et al. 2012. Age and Intergenerational Attitudes in the Family and the Welfare State. *Advances in Life Course Research*, 17, 133-144.
- Brackbill, Y. 1988. The Perfect Child. *Journal of Aging Studies*, 2, 3, 243-254.

### **Week 4 (January 29)**

#### **Law**

Readings:

- Glick, H. 1991. The Right to Die. *Journal of Aging Studies*, 5, 3, 283-307.
- Vittoria, A. 1992. The Elderly Guardianship Hearing. *Journal of Aging Studies*, 6, 2, 165-190.

### **Week 5 (February 5)**

#### **Media**

Readings:

- Cormejo, R. et al 2013. Enriching In-Person Encounters through Social Media. *Int. J. of Human Computer Studies*, 71, 889-899.

- Van Der Goot, M., et al. 2012. Meanings of Television in Older Adults' Lives. *Aging and Society*, 32, 01, 147-168.

### **Week 6 (February 12)**

#### **Religion**

##### Readings:

- Spinder, M. 2008. Surrogate Religion, Spiritual Materialism, or Protestant Ethic? *Journal of Aging Studies*, 22, 322-330.
- Levin, J. & Chatters, L. 2008. Religion Aging & Health. *Journal of Religion Spirituality and Aging*, 20, 1-2, 153-172.

### **Assignment 1 is DUE**

### **Week 7 (February 19)**

#### **Reading Week**

### **Week 8 (February 26)**

#### **Sport**

##### Readings:

- Katz, S. *Busy Bodies*. 2000. *Journal of Aging Studies*, 14, 2, 135-152.
- Tulle, E. 2008. *Acting Your Age*. *Journal of Aging Studies*, 22, 340-347.

### **Week 9 (March 4)**

#### **Health Care**

##### Readings:

- Barer, et al. 1987. *Aging & Health Care Utilization*. *Soc Sci & Med*, 24, 10, 862-862.
- - Chaufan, C. 2012. *Medical Ideology as Double Edged Sword*, *Soc Sci & Med*, 74, 788-795.

### **Week 10 (March 11)**

#### **Paper Writing Workshop**

### **Week 11 (March 18)**

#### **Education**

##### Readings:

- Sloane, A. & Kops, B. 2007. *Older Adult Learners*. *Canadian Journal of University Continuing Education*, 33, 1, 17-34.
- Sloane, A. & Kops, B. 2010. *Older Adults Participation in Education and Successful Aging*. *Canadian Journal of University Continuing Education*, 36, 1, 1-29.

## **Week 12 (March 25)**

### **Science**

Readings:

- Fishman et al. 2008. Anti-Aging Science: The Emergence, Maintenance, and Enhancement of the Discipline. *Journal of Aging Studies*, 22, 295-303.
- - Vincent, J. 2008. The Cultural Construction of Old Age as a Biological Phenomenon. *Journal of Aging Studies*, 22, 331-339.

## **Week 13 (April 1)**

### **Conclusion**

No Readings

**Assignment 2 is DUE between April 10 to April 15**

## **Course Policies**

### **Grades**

Grades are on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
0-69	F

### **Late Assignments**

Please contact the professor if you have a late assignment or anticipate that an assignment will be late.

### **Course Modification**

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## **University Policies**

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

### **Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.