

HLTH AGE 3L03 EMBODIED AGING Fall 2020

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Lecture: Wed 11:30-12:20; Fri 12:30-2:20

Office: online via Zoom

Office Hours: Online, Wed 1:30-2:30

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Course Description

This course will explore embodiment in the context of aging through a sociological and gerontological lens. Drawing on a range of theoretical perspectives, we will consider how the aging body is perceived, managed, achieved and enacted in society. Additionally, we will examine the impact of age-related policies and initiatives in shaping social and public responses to older people. Overall, this course will explore the aging process in relation to several influences of embodiment, such as illness, disability and harm, technology, dementia, cumulative disadvantage, race and ethnicity, culture, recreation and leisure, death & dying, and age-friendly initiatives.

Course Objectives

By the end of the course students should be able to:

- Understand how the body is an embodied social and personal process.
- Possess knowledge of the main theoretical perspectives about aging and how they impact the aging body.
- Challenge dominant assumptions about aging and critically evaluate how the aging body is performed, managed, accomplished, and/or disciplined.
- Examine how age-related initiatives and policies facilitate or constrain the aging experience.
- Improve critical reflection, analysis, research and writing skills through the completion of class assignments and activities.

Required Materials and Texts

There is no required text for this course. Required readings will take the form of journal articles which are all available through McMaster library system.

Class Format

This course will be offered in a virtual format via Zoom. The Wednesday session will be recorded (with the exception of the first lecture on September 8), and the Friday session will be live. The Friday session will involve interactive discussions, group break-out activities and designated time to work on assignments. Required readings should be completed prior to class and students should be prepared to actively engage in class.

Course Evaluation – Overview

Assignment/Test	Percentage	Date
1. Online participation	10%	Throughout the term
2. Midterm	30%	October 21
3. Group based discussion paper and short presentation (25 minutes)	30%	November 24
4. Final Exam	30%	TBD, scheduled by the Register

Course Evaluation – Details

Online discussion/participation (10%), throughout the term

Weekly Summaries/Online Participation & Discussion (10%)

Following each lecture, there will be an opportunity for online discussion in the form of break-out sessions. Students are expected to write a short summary (150 words) and 2 discussion questions to share with their respective groups (4-5 students). The summaries do not have to cover all of the readings for the week. The purpose of the summaries is to participate in collaborative learning and engage in discussion with your peers. *The break-out sessions will commence on Week 2. Break-out sessions will NOT take place in Weeks 9, 11, and 12*

Please Submit written responses to the appropriate Avenue drop box on the scheduled due date. Submissions will not be assessed for accuracy but for completeness, thoughtfulness, and quality. In general, there is no accommodation for missed session participation. However, any exceptional circumstances will be considered on a case-by-case basis.

Midterm Test (30%), October 21 (2 time slots: during regular class time OR in the evening)

The midterm exam will consist of multiple-choice and true-and-false questions, that will test your knowledge of both lecture material (including any films, guest lectures, and/or short video clips, etc.) and assigned readings and videos. The midterm test will be based on all course material covered (lecture material, films, video clips viewed in lecture) in the first half of the course. The test is worth 30% and is therefore not eligible for an online MSAF. If circumstances prevent you from writing the test, faculty approval must be obtained in order to re-write it. If faculty-approval is obtained, a make-up date for the midterm test will be scheduled. No other date of time will be offered. It is your responsibility to attend scheduled test dates. The test will take place on Avenue to Learn.

Group Analysis Paper and Presentation (30%), DUE November 24

Working in groups of 3 or 4, students are responsible for writing a group-based application paper on a topic of interest to you covered in the course. The purpose of this assignment is to demonstrate your understanding of major concepts learned in the course as well as the ability to integrate both scholarly literature (e.g. journal articles) and grey literature (e.g. government, non-governmental, policy briefs). The paper should be approximately 8 pages in length (not including title page and references), double-spaced, and follow standard writing conventions concerning style and citation. No more than 10 references for the paper. Please use APA style for your references (It is not recommended that you use lecture notes as a reference). More information, including assignment guidelines, will be posted on Avenue during the first week of classes.

Presentations on the paper will take place on November 19th and November 26th. A sign-up sheet will be posted on Avenue to Learn. More information, including

presentation guidelines (style, delivery, content, etc.) will be available in the first week of classes on Avenue to Learn.

****There will be designated time in class to work on this assignment. It is expected that you will use this time wisely.

Take Home Final Exam (30%), TBD

The final exam will consist of multiple-choice and true-and-false questions, that will test your knowledge of both lecture material (including any films, guest lectures, and/or short video clips, etc.) and assigned readings and videos. The test is cumulative insofar as concepts and theories from the first part of the course will be continually discussed throughout the course; however, readings and lectures from the first part of the term will NOT be re-rested. The test is worth 30% and is therefore not eligible for an online MSAF. If circumstances prevent you from writing the exam, faculty approval must be obtained in order to re-write the exam. If faculty-approval is obtained, a make-up date for the midterm will be scheduled. No other date of time will be offered. It is your responsibility to attend scheduled test dates. The test will take place on Avenue to Learn.

Weekly Course Schedule and Required Readings

Week 1 (September 8, 10, 2020)

September 8 - Introduction to the course; Aging as an embodied social process

Readings:

No assigned readings

September 10 – Aging as an Embodied Social Process; Theories of embodied aging

Readings:

- Laz, C. (2003). Age embodied. *Journal of Aging Studies*, 17, 503-519
- Gilleard, C., & Higgs, P. (2015). Aging, embodiment, and the somatic turn. *Age, Culture, Humanities: An Interdisciplinary Journal*, 2(2015), 17-33.
- Pickard, S. (2014). Biology as destiny? Rethinking embodiment in 'deep' old age. *Ageing and Society*. 34(8), 1279-1291.

Week 2 (September 15, 17, 2020)

September 15 – Images and Representations of the Aging Body

Readings:

- Bytheway, B. (2003). Visual representations of late life. *Aging bodies. Images and everyday experience*, 29-53.
- Lee, M. M., Carpenter, B., & Meyers, L. S. (2007). Representations of older adults in television advertisements. *Journal of Aging Studies*, 21(1), 23-30.
- Hockey, J., & James, A. (2004). How do we know that we are aging? Embodiment, agency and later life. *Old age and agency*, 157-72.

September 17: BREAK-OUT ONLINE DISCUSSION (confirm groups for project on Avenue)

Week 3 (September 22, 24, 2020)

September 22- Experiencing Illness & Disability & Harm in Later Life

Readings:

- Faircloth, C. A., Rittman, M., Boylstein, C., Young, M. E., & Van Puymbroeck, M. (2004). Energizing the ordinary: Biographical work and the future in stroke recovery narratives. *Journal of Aging Studies*, 18(4), 399-413.
- Beuthin, R. E., Bruce, A., & Sheilds, L. (2015). Storylines of aging with HIV. Shifts towards sense making. *Qualitative Health Research*, 25(5), 612-621

September 24- Body Image in Later Life

Readings:

- Clarke, L. H., & Griffin, M. (2008, May). Body image and aging: Older women and the embodiment of trauma. In *Women's Studies International Forum* (Vol. 31, No. 3, pp. 200-208). Pergamon.
- Ward, R., & Holland, C. (2011). 'If I look old, I will be treated old': hair and later-life image dilemmas. *Ageing and Society*, 31(2), 288-307.

Note: **BREAK-OUT ONLINE DISCUSSION**

Week 4 (September 29, October 1, 2020)

September 29 – Consumerism and commodification; Aging consumers and the anti-aging movement

Readings:

- Higgs, P. F., Hyde, M., Gilleard, C. J., Victor, C. R., Wiggins, R. D., & Jones, I. R. (2009). From passive to active consumers? Later life consumption in the UK from 1968–2005. *The Sociological Review*, 57(1), 102-124.
- Twigg, J. (2010). How does Vogue negotiate age? Fashion, the body, and the older woman. *Fashion Theory*, 14(4), 471-490.
- Recommended: Katz, S. (2001). Growing older without aging? Positive aging, anti-ageism, and anti-aging. *Generations: Journal of the American Society on Aging*, 25(4), 27-32.

October 1- The Aging body & Consumer Culture con't

No Readings: Independent video viewing on topic. Link to be provided.

Note: **BREAK-OUT ONLINE DISCUSSION**

Week 5 (October 6, 8, 2020)

October 6- MIDTERM REVIEW

October 8- MIDTERM REVIEW (Group Activity & Exercise)

Week 6 (October 13, 15, 2020) MID-TERM RECESS- No classes or office hours this week

Week 7 (October 21, 23, 2020)

Sexuality & Aging

October 21 – **MIDTERM**

October 23- **Guest Lecture by Jane Lawson**

Readings:

- Marshall, B. L., & Katz, S. (2002). Forever functional: Sexual fitness and the ageing male body. *Body & Society*, 8(4), 43-70.
- Slevin, K. F., & Linneman, T. J. (2010). Old gay men's bodies and masculinities. *Men and Masculinities*, 12(4), 483-507.

Week 8 (October 27, 29, 2020):

Physical Activity, leisure, and the Aging Body

October 27- **Guest Lecture by Dr. Meredith Griffin**

Readings:

- Phoenix, C. & Sparkes, A.C. (2008). Athletic bodies and aging in context: The narrative construction of experienced and anticipated selves in time. *Journal of Aging Studies*, 22, 211-221
- Tulle, E., & Dorrer, N. (2012). Back from the brink: ageing, exercise and health in a small gym. *Ageing and Society*, 32(7), 1106-1127.
- Paulson, S. (2005). How various 'cultures of fitness' shape subjective experiences of growing older. *Ageing & society*, 25(2), 229-244.

October 29- BREAK-OUT ONLINE DISCUSSION

Week 9 (November 3, 5, 2020) – NO CLASS; Dedicated Time to work on Group Assignment

Week 10 (November 10, 12, 2020)

November 10- Dementia & Embodiment in Later Life

Readings:

- Kontos, P. & Martin, W. (2013). Embodiment and dementia: Exploring critical narratives of selfhood, surveillance, and dementia care. *Dementia*, 12(3), 288-302
- Twigg, J. (2010). Clothing and dementia: A neglected dimension? *Journal of Aging Studies*, 24(4), 223-230.
- Katz, S. (2013). Dementia, personhood and embodiment: What can we learn from the medieval history of memory? *Dementia*, 12(3), 303-314.

November 12-

No in-class meeting: Independent video viewing on three different dementia care models

- 16X9onglobal. (2014). "Full Story: Dementia - The unspooling mind." Retrieved from <https://www.youtube.com/watch?v=kkvIZaSfUxc>

Note: **BREAK-OUT ONLINE DISCUSSION**

Week 11 (November 17, 19, 2020)

November 17- Technology & The Aging Body

Readings:

- Buse, C. E. (2010). E-scaping the ageing body? Computer technologies and embodiment in later life. *Ageing and Society*, 30(6), 987-1009.
- Nygård, L. (2008). The meaning of everyday technology as experienced by people with dementia who live alone. *Dementia*, 7(4), 481-502.
- Recommended: McCreddie, C., & Tinker, A. (2005). The acceptability of assistive technology to older people. *Ageing & Society*, 25(1), 91-110.

November 19- GROUP PAPER PRESENTATIONS

Week 12 (November 24, 26, 2020)

November 24- The Marginalized Aging Body

- Rajan-Rankin, S. (2018). Race, embodiment and later life: Re-animating aging bodies of color. *Journal of aging studies*, 45, 32-38.

- Grande, S. (2018). Aging, precarity, and the struggle for Indigenous elsewhere. *International Journal of Qualitative Studies in Education*, 31(3), 168-176.
- Zubair, M., & Norris, M. (2015). Perspectives on ageing, later life and ethnicity: ageing research in ethnic minority contexts. *Ageing & Society*, 35(5), 897-916.
- Ranzijn, R. (2010). Active ageing—Another way to oppress marginalized and disadvantaged elders? Aboriginal elders as a case study. *Journal of Health Psychology*, 15(5), 716-723.

November 26- GROUP PAPER PRESENTATIONS

Week 13 (December 1, 3, 2020)

December 1 – Embodied aging: Age-friendly initiatives, ageing in place; and aging in different places

Readings:

- Menec, V.H., Hutton, L., Newall, N., Nowicki, S., Spina, J., & Veselyuk, D. (2015). How 'age-friendly' are rural communities and what community characteristics are related to age-friendliness? The case of rural Manitoba, Canada. *Ageing & Society*, 35(1), 203-223
- Wiles, J. L., Leibing, A., Guberman, N., Reeve, J., & Allen, R. E. (2012). The meaning of “aging in place” to older people. *The gerontologist*, 52(3), 357-366.
- Chapin, R., & Dobbs-Kepper, D. (2001). Aging in place in assisted living: Philosophy versus policy. *The Gerontologist*, 41(1), 43-50.

December 3 – Age-Friendly Communities Policy Video (Link to be provided)

Note: BREAK-OUT ONLINE DISCUSSION

Readings:

No assigned readings

Week 14 (December 8,10, 2020)

December 8 – Death & Dying, Bereavement, Older Body

Readings:

- Nicholson, C., Meyer, J., Flatley, M., Holman, C., & Lowton, K. (2012). Living on the margin: understanding the experience of living and dying with frailty in old age. *Social science & medicine*, 75(8), 1426-1432.
- Jenkins, C.L., Edmundson, A., Averett, P. & Yoon, I. (2014). Older lesbians and bereavement: Experiencing the loss of a partner. *Journal of Gerontological Social Work*, 57 (2-4), 273-287

- Burns, V. F., Sussman, T., & Bourgeois-Guérin, V. (2018). Later-life homelessness as disenfranchised grief. *Canadian Journal on Aging/La Revue canadienne du vieillissement*, 37(2), 171-184.

December 10- FINAL CLASS

No readings; Course wrap-up and course evaluations; Final Exam Review

Course Policies

Submission of Assignments

Detailed instructions and a grading rubric for the writing assignments will be reviewed in class and posted on the Avenue to Learn Content Page. Please submit all written electronically in a WORD document to the appropriate Avenue To Learn drop box no later than 11:30am on the appropriate due date. All assignments should be double-spaced with one-inch borders in 12-inch font. Please include a list of references and a title page that includes your name, ID number and date. Please use APA style for your references.

Assignments are marked fairly and carefully; however, in the event that a student disagrees with their mark, students can request for their assignment to be re-graded. Please note, there is no guarantee of a higher grade than the original grade received.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

There will be a 10% penalty each day (including weekends and holidays) that assignments are late. Failure to adhere to these guidelines will be reflected in the mark for the assignment. Instructions on the assignments will be reviewed in class. No

assignments will be accepted 1 week after the due date. Please refer to assignment instructions for details. Any late assignments will receive a grade only, no comments will be provided.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

For more information on missed work, illnesses, and absences refer to:

<https://socialsciences.mcmaster.ca/current-students/absence-form>

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.

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.

Requests For Relief For Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other

course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

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

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities.

These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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 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.

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. *Please include 3L03 in the subject of all emails.*

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.

TOPIC AND READING SCHEDULE:

WEEK	DATE	TOPIC	ASSIGNED READINGS
1	September 8	Introduction to Course	No assigned readings
	September 10	Aging as an embodied process; Theories of and on embodied aging	Laz (2003) Gilleard & Higgs (2015) Pickard, S. (2014).
2	September 15	Images and Representations of the Aging Body	Bytheway (2003) Lee et al (2007). Hockey, J., & James, A. (2004)
	September 17		BREAK-OUT DISCUSSION SESSIONS
3	September 22	Illness, Disability, & Harm in Later Life	Faircloth et al (2004) Beuthin et al (2015)
	September 24		Clarke & Griffin (2008) Ward & Holland (2011) BREAK-OUT DISCUSSION SESSIONS
4	September 29	Consumerism and Commodification; Aging consumers and the anti-aging movement	Higgs et al (2009) Twig (2010) <u>Recommended:</u> Katz (2001)
	October 1		Readings: Independent video viewing on topic. Link to be provided. BREAK-OUT DISCUSSION SESSIONS
5	October 6, 8	Midterm Review	No assigned Readings
6	October 13, 15	READING WEEK	No assigned readings
7	October 21	MIDTERM	No assigned Readings
	October 23	Sexuality & Aging	Marshall & Katz (2002) Slevin & Linnerman (2010)

			Guest Lecture: Jano Lawson
8	October 27	Physical Activity, Leisure, and the Aging Body	Phoenix & Sparkes (2008)
	October 29		Tulle, E., & Dorrer, N. (2012). Paulson, S. (2005). Guest Lecture: Dr. Meredith Griffin
9	November 3	Assignment 2 Check-in & Feedback	Each group will schedule individual time with me to discuss their project and receive feedback.
	November 5		
10	November 10	Dementia & Embodiment in Later Life	Kontos & Martin (2013)
	November 12		Twigg (2010) Katz (2013) No assigned readings; VIDEO: DEMENTIA CARE MODELS followed BREAK-OUT DISCUSSION SESSION
11	November 17	Technology & The Aging Body	Buse (2010)
	November 19		Nygaard (2008) Recommended: McCreadie & Tinker (2005) GROUP PRESENTATIONS
12	November 24	The Marginalized Aging Body	Rajan-Rajan et al (2018)
	November 26		Grande (2018) Ranzin (2010) GROUP PRESENTATIONS
13	December 1	Age-Friendly & Aging-In-Place Initiatives	Menec et al (2015) Wiles et al (2012) Champin & Dobbs-Kepper (2001)

	December 3		No assigned readings; VIDEO: Age-Friendly Communities followed by BREAK-OUT DISCUSSION SESSIONS
14	December 8	Death, Dying, & Bereavement, Older Body	Nicholson et al (2012) Jenkins et al. (2014) Burns et al (2018)
	December 10	FINAL CLASS	No assigned readings Course wrap-up and evaluations Final exam review

**** TAKE-HOME EXAM DUE ON AVENUE TO LEARN: ** DATE TBD****