

HLTHAGE 3L03 EMBODIED AGING Fall 2021

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Lecture: Mondays 11:30-1:20;
Wednesdays 11:30-12:20

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Course Description

This course explores the centrality of the body in social gerontological knowledge, policies, and practices related to aging, and the experiences of late life. Examples of the topics addressed include the classification of the older body, bodily change and impairment, technological advancements for the body/prosthetic devices, and the relationship between the body/identity/self over the life course.

Course Objectives

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

- Define embodiment.
- Apply various social theories to a variety of experiences of embodied aging.
- Integrate course material to their own and other's experiences of embodied aging.
- Critically examine how the aging body and aging identities are perceived, constructed, performed, managed, accomplished, and/or disciplined.
- Appreciate the variety of aging embodiments in relation to a number of social topics/norms (e.g., aging stereotypes, media, consumerism, disability, technologies) and social locations.
- Engage in reflective practice on their position as learners and citizens.

Required Materials and Texts

- There are no required texts for this course. Course materials will be posted on the course site on Avenue to Learn.
- Course materials, including any visual and audio recordings, are copyrighted and owned by Dr. Kelsey Harvey. **It is prohibited to record or copy** by any means, in any format, openly or surreptitiously, in whole or in part, in the absence of express written permission from Dr. Kelsey Harvey **any of the lectures or materials provided or published in any form** during or from the course.

Class Format

- I firmly believe, and agree with bell hooks (1994 – *Teaching to Transgress*) that learners and educators alike share responsibility for the learning process. Therefore, on our **Monday** class meetings, we will meet synchronously using Zoom. This shared responsibility means working with others in class (in pairs, small groups, etc.) to develop a community that supports learning and fostering ideas, as well as individual reflection, reading and preparation, and contributing to a positive classroom environment.
- On our **Wednesday** class meetings, I will lecture over Zoom. These lectures will be recorded and uploaded within 24 hours to our course site on Avenue to Learn. If you would prefer to watch the lecture at a later time, then you do not need to

log on Wednesdays (exception for the first and last classes on September 8th and December 8th respectively where attendance is expected). If you would like to attend the lecture when it is live, there will be time allotted to addressing student questions (general questions about the course or specific questions about course content).

Course Evaluation – Overview

1. Attendance/Participation – 20%, due Weekly
2. Embodied Reflections – 40%, due Weekly
3. Aging Narrative Analysis Paper – 40%, due on or before December 12, 2021

Course Evaluation – Details

Attendance/Participation (20%), due Weekly (September 13, 20, 27; October 4, 18, 24; November 1, 8, 15, 22, 29; and December 6) by 1:30p.m. (EST)

There are 12 classes where attendance and participation are required. Of these, 10 will count toward your final grade. If you attend more than 10, you will earn extra credit. There will be a dropbox for each Monday class where you will upload artifacts (these will be explained in every Monday class meeting) demonstrating your participation. Each class is worth 2 points: one point for attendance and one point for participation. You will only receive partial credit if you leave class early or show up late. Recognizing that students have varying comfort levels with interacting socially, a variety of participation activities will be used (i.e., chat function in Zoom, submission of individual reflections, breakout rooms, collaboration on shared documents).

Embodied Reflections (40%), due Weekly (September 19, 26; October 3, 10, 24, 31; November 7, 14, 21, 28; and December 5) by 11:59pm (EST)

Journaling is a process by which learners actively and reflectively connect the knowledge, skills, and beliefs introduced in the course to their own specific situations and life experiences. For this assignment, you submit weekly reflection in which you explore your own embodied experiences of aging and relate that experience to that week's topic as it relates to the course. Your embodied reflections are yours to develop in any way that assists you in constructing meaning from your learning experience and course materials, but should contain a mix of reflection on personal experiences, references to the course readings, and/or integration of the lecture/course materials. Your reflections can be written, but you can also choose to create a visual or auditory reflection that symbolizes your thoughts. In that case, provide a short description of what you are symbolizing and why. You are encouraged to explore the use of colour, metaphor, music (sound/lyrics), pertinent quotations, and other arts-based artifacts to represent your thoughts and feelings as you work your way through the course.

Your embodied reflections are a place for you to identify questions you have, issues you are struggling with, and thoughts and feelings you are experiencing throughout the

course. Here are some suggested entry starters adapted from Fenwick and Parsons (2000):

- 1) A central point to remember here is...
- 2) An example from my own experience of one of the key points here is...
- 3) Some questions raised for me are...
- 4) A quotation that is important for me is... because...

There are 11 required reflections and the highest scoring 10 reflections will be counted toward your final grade. Each reflection is worth 10 points. Written or visual-arts-based reflections should be half a page to a full page; audio or video representations should be 3-5 minutes in length. Grading rubric is as follows:

- 9-10: Excellent to exceptional work that demonstrates a superior grasp of course material; a strong reflection on the course materials and embodied experiences; original insights and high degree of thoughtfulness; reflections are exceptionally supported; and reflections are creatively presented (exceptional written, oral, and/or arts-based skills).
- 7-8: Average to strong work that demonstrates a firm grasp of course material; a solid reflection on the course materials and embodied experiences; some original insights and thoughtfulness; reflections are well supported; and reflections are creatively presented (strong written, oral, and/or arts-based skills).
- 5-6: Below-average to average work that demonstrates some grasp of course material; a passable reflection on the course materials and embodied experiences; summative insights with some thoughtfulness; reflections are supported or may lack some support; and reflections are somewhat creatively presented (competent written, oral, and/or arts-based skills).
- 0-4 Poor quality work that demonstrates a lack of understanding of course material; a shaky or questionable reflection on the course materials and embodied experiences; lacks original insights and thoughtfulness; no support given for reflections; and poorly presented (weak written, oral, and/or arts-based skills).

Aging Narrative Analysis Paper (40%), due December 12, 2021 by 11:59pm (EST)

You will select an aging narrative (in the form of a podcast, new media piece, memoir, advertisement, etc.) and critically analyze its contents in connection to aging and embodiment. Use theoretical lenses (stereotype embodiment theory, lifecourse perspective, etc.) and concepts (identity, age-norms etc.) to support your analysis. This paper should be approximately 6-8 pages, double-spaced, excluding cover page and references. Please follow APA 7th edition formatting.

Grade Review

All course work will be graded carefully. On occasion, students may disagree with the mark they receive. If this occurs, please follow the procedure for requesting a grade review outlined here:

- There is a marker-grader teaching assistant for this course: Andrea Dafel: dafela@mcmaster.ca Please first reach out to Andrea if you have questions or concerns about a grade.
- If your concerns are not able to be addressed after meeting with Andrea, then please send the instructor (Kelsey Harvey: Harvek1@mcmaster.ca) an email describing the nature of your concern. Depending on the nature of the assignment and concern about grading, you may be asked to provide a half-page statement detailing why you think a marking error was made. Using the grading rubrics, support your argument with specific examples from your assignment of how you believe you satisfied the criteria better than your grade reflected. Please note that there is a possibility that when a mark is reviewed, the new mark may be lower than the original.
- You may submit the request for a re-mark **no sooner than 24-hours after the assignment was returned.**

Weekly Course Schedule and Required Readings

Week 1 (September 7-12)

Wednesday, September 8 – Introductions

Meeting: 11:30am-12:20pm (EST) via Zoom [Attendance expected]

Readings: Please read the course outline very carefully and thoroughly.

Notes: This week is all about introductions – to each other, to the class site, to the technologies we will use to facilitate our learning, and to the material).

Assignment: Please complete the pre-learning questionnaire by September 12.

Week 2 (September 13-19)

September 13 – What is embodiment?

Meeting: 11:30am-1:20pm (EST) via Zoom [Counts toward attendance/participation grade]

Readings: Tulle, E. (2015). Theorising embodiment and ageing. In J. Twigg & W. Martin (Eds.) Routledge Handbook of Cultural Gerontology. [Chapter 16, pp 125-132](#)

Notes: Attendance and Participation assignment, which will be assigned in class meeting, must be submitted to the appropriate dropbox on the course site (Avenue to Learn) by 1:30pm (EST)

September 15 – Aging as an embodied social process Lecture

Meeting: 11:30am-12:20pm (EST) via Zoom [Lecture format – you have the option to attend live or watch later asynchronously. Time will be allotted for questions]

Readings:

- Laz, C. (2003). Age embodied. *Journal of Aging Studies*, 17(4), 503-519. [Link](#)
- Gilleard, C. & Higgs, P. (2013). Ageing, corporeality, & embodiment. [Chapter 1: Identity, Embodiment and the Somatic Turn in the Social Sciences.](#)

Notes: Embodied Reflection for Week 2 due September 19th by 11:59pm (EST). Please submit to the appropriate dropbox on the course site (Avenue to Learn).

Week 3 (September 20-26)

September 20 – Aging Stereotypes

Meeting: 11:30am-1:20pm (EST) via Zoom [Counts toward attendance/participation grade]

Readings: None

Notes: Attendance and Participation assignment, which will be assigned in class meeting, must be submitted to the appropriate dropbox on the course site (Avenue to Learn) by 1:30pm (EST)

September 22 – Stereotype Embodiment

Meeting: 11:30am-12:20pm (EST) via Zoom [Lecture format – you have the option to attend live or watch later asynchronously. Time will be allotted for questions]

Readings: Meisner, B. A. & Levy, B. R. (2016) Age stereotypes' influence on health: Stereotype embodiment theory. In V. L. Bengtson & R. A. Settersten, Jr. (Eds.) *Handbook of Theories of Aging*. [Chapter 14, pp 259-275](#)

Notes: [Embodied Reflection for Week 3 due September 26th by 11:59pm (EST). Please submit to the appropriate dropbox on the course site (Avenue to Learn).

Week 4 (September 27-October 3)

September 27 – Images of Aging

Meeting: 11:30am-1:20pm (EST) via Zoom [Counts toward attendance/participation grade]

Readings: None

Notes: Attendance and Participation assignment, which will be assigned in class meeting, must be submitted to the appropriate dropbox on the course site (Avenue to Learn) by 1:30pm (EST)

September 29 – Images and Representations of the Aging Body

Meeting: 11:30am-12:20pm (EST) via Zoom [Lecture format – you have the option to attend live or watch later asynchronously. Time will be allotted for questions]

Readings:

- Featherstone, M. & Hepworth, M. (2005). Images of ageing: Cultural representations of later life. In M. L. Johnson (Ed.) *The Cambridge Handbook of Age and Ageing*. [Chapter 4.10 354-362](#).
- Richards, N. Warren, L., & Gott, M. (2012). The challenge of creating 'alternative' images of ageing: Lessons from a project with older women. *Journal of Aging Studies*, 26(1), 65-78. [Link](#)

Notes: Embodied Reflection for Week 4 due October 3rd by 11:59pm (EST). Please submit to the appropriate dropbox on the course site (Avenue to Learn).

Week 5 (October 4-10)

October 4 – Aging in Advertising

Meeting: 11:30am-1:20pm (EST) via Zoom [Counts toward attendance/participation grade]

Readings: None.

Notes: Attendance and Participation assignment, which will be assigned in class meeting, must be submitted to the appropriate dropbox on the course site (Avenue to Learn) by 1:30pm (EST)

October 6 – The Aging Body and Consumer Culture

Meeting: 11:30am-12:20pm (EST) via Zoom [Lecture format – you have the option to attend live or watch later asynchronously. Time will be allotted for questions]

Readings:

- Calasanti, T., & King, N. (2007). "Beware of the estrogen assault": Ideals of old manhood in anti-aging advertisements. *Journal of Aging Studies*, 21(4), 357-368. [Link](#)
- Gilleard, C. & Higgs, P. (2013). Ageing, corporeality, & embodiment. [Introduction](#)

Notes: Embodied Reflection for Week 5 due October 10th by 11:59pm (EST). Please submit to the appropriate dropbox on the course site (Avenue to Learn).

Week 6 (October 11-17)
Reading Week

Week 7 (October 18-24)

October 18 – Body Image in Later Life Part 1

Meeting: 11:30am-1:20pm (EST) via Zoom [Counts toward attendance/participation grade]

Readings:

- Bailey, K. A., Cline, L. E., & Gammage, K. L. (2016). Exploring the complexities of body image experiences in middle age and older adult women within an exercise context: The simultaneous existence of negative and positive body images. *Body Image*, 17(2016), 88-99. [Link](#)
- Ward, R. (2015) Hair and age. In J. Twigg & W. Martin (Eds.) *Routledge Handbook of Cultural Gerontology*. [Chapter 18](#)

Notes: Attendance and Participation assignment, which will be assigned in class meeting, must be submitted to the appropriate dropbox on the course site (Avenue to Learn) by 1:30pm (EST)

October 20 – Body Image in Later Life Part 2

Meeting: 11:30am-12:20pm (EST) via Zoom [Lecture format – you have the option to attend live or watch later asynchronously. Time will be allotted for questions]

Readings:

- Harvey, K. (forthcoming). The body in group exercise for older persons: Implications of the explicit, implicit, and null curricula. *Sport, Education, and Society*. [Posted as a PDF on Avenue to Learn]

- Evans, A., & Sleaf, M. (2012). "You feel like people are looking at you and laughing": Older adults' perceptions of aquatic physical activity. *Journal of Aging Studies*, 26(4), 515–526. Link

Notes: Embodied Reflection for Week 7 due October 24th by 11:59pm (EST). Please submit to the appropriate dropbox on the course site (Avenue to Learn).

Week 8 (October 25-31)

October 25 – Physical Activity and Aging

Meeting: 11:30am-1:20pm (EST) via Zoom [Counts toward attendance/participation grade]

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. Link

Notes: Attendance and Participation assignment, which will be assigned in class meeting, must be submitted to the appropriate dropbox on the course site (Avenue to Learn) by 1:30pm (EST)

October 27 – Active Aging

Meeting: 11:30am-12:20pm (EST) via Zoom [Lecture format – you have the option to attend live or watch later asynchronously. Time will be allotted for questions]

Readings:

- Humberstone, B. & Cutler-Riddick, C. (2015). Older women, embodiment, and yoga practice. *Aging & Society*, 1-12. Link
- Grenier, A., Griffin, M., Andrews, G., Wilton, R., Burke, E., Ojembe, B., Feldman, A. & Papaioannou, A. (2019). Meanings and feelings of (im)mobility in later life: Case study insights from a 'New Mobilities' perspective. *Journal of aging studies*, 51, 100819. Link

Notes: Embodied Reflection for Week 8 due October 31st by 11:59pm (EST). Please submit to the appropriate dropbox on the course site (Avenue to Learn).

Week 9 (November 1-7)

November 1 – Virtual Aging Simulation

Meeting: 11:30am-1:20pm (EST) via Zoom [Counts toward attendance/participation grade]

Readings: None

Notes: **Please come to class with the following items:** sunglasses, gloves, unpopped popcorn kernels or rice, dried beans (chickpeas are best), and 1-2 cotton balls.

Attendance and Participation assignment, which will be assigned in class meeting, must be submitted to the appropriate dropbox on the course site (Avenue to Learn) by 1:30pm (EST)

November 3 – Illness and Disability in Later Life

Meeting: 11:30am-12:20pm (EST) via Zoom [Lecture format – you have the option to attend live or watch later asynchronously. Time will be allotted for questions]

Readings:

- Pickard, S. (2013). Biology as destiny? Rethinking embodiment in 'deep' old age. *Ageing & Society*, 34(8), 1279-1291. [Link](#)
- Clarke, L. H., & Bennett, E. (2013). 'You learn to live with all the things that are wrong with you': gender and the experience of multiple chronic conditions in later life. *Ageing & Society*, 33(2), 342-360. [Link](#)
- de Medeiros, K. & Black, H. (2015) Suffering and pain in old age. In J. Twigg & W. Martin (Eds.) *Routledge Handbook of Cultural Gerontology*. [Chapter 23](#)

Notes: Embodied Reflection for Week 9 due November 7th by 11:59pm (EST). Please submit to the appropriate dropbox on the course site (Avenue to Learn).

Week 10 (November 8-14)

November 8 – Identity and Self

Meeting: 11:30am-1:20pm (EST) via Zoom [Counts toward attendance/participation grade]

Readings: Dittmann-Kohli, F. (2016). Self and identity. In M. L. Johnson (Ed.) *The Cambridge Handbook of Age and Ageing*. [Chapter 4.1](#)

Notes: Attendance and Participation assignment, which will be assigned in class meeting, must be submitted to the appropriate dropbox on the course site (Avenue to Learn) by 1:30pm (EST)

November 10 – Dementia and Embodiment

Meeting: 11:30am-12:20pm (EST) via Zoom [Lecture format – you have the option to attend live or watch later asynchronously. Time will be allotted for questions]

Readings:

- Kontos, P. & Martin, W. (2013). Embodiment and dementia: Exploring critical narratives of selfhood, surveillance, and dementia care. *Dementia*, 12(3), 288-302. Link
- Sabat, S. R. (2016). The self in dementia. In M. L. Johnson (Ed.) *The Cambridge Handbook of Age and Ageing*. [Chapter 4.7](#)

Notes: Embodied Reflection for Week 10 due November 14th by 11:59pm (EST). Please submit to the appropriate dropbox on the course site (Avenue to Learn).

Week 11 (November 15-21)

November 15 – Technologies and the Aging Body Part 1

Meeting: 11:30am-1:20pm (EST) via Zoom [Counts toward attendance/participation grade]

Readings:

- Bennett, A. (2018). Popular music scenes and aging bodies. *Journal of Aging Studies*, 45, 49-53. Link
- Marshall, B. (2019). Our Fitbits, our (ageing) selves: Wearables, self-tracking and ageing embodiment. In S. Katz (Ed.) *Ageing in everyday life: Materialities and embodiments*. Chapter 11 [Posted as a PDF on Avenue to Learn]
- Gish, J. A., Grenier, A. M., & Vrkljan, B. (2019). Ageing bodies, driving and change: Exploring older body-driver fit in the high-tech automobile. In S. Katz (Ed.) *Ageing in everyday life: Materialities and embodiments*. Chapter 8 [Posted as a PDF on Avenue to Learn]
- Buse, C. E. (2010). E-scaping the ageing body? Computer technologies and embodiment in later life. *Ageing & Society*, 30(6), 987-1009. Link

Notes: Attendance and Participation assignment, which will be assigned in class meeting, must be submitted to the appropriate dropbox on the course site (Avenue to Learn) by 1:30pm (EST)

November 17 – Technologies and the Aging Body Part 2

Meeting: 11:30am-12:20pm (EST) via Zoom [Lecture format – you have the option to attend live or watch later asynchronously. Time will be allotted for questions]

Readings: Joyce, K., Loe, M. & Diamond-Brown, L. (2015) Science, technology and ageing. In J. Twigg & W. Martin (Eds.) Routledge Handbook of Cultural Gerontology. [Chapter 20](#)

Notes: Embodied Reflection for Week 11 due September 21st by 11:59pm (EST). Please submit to the appropriate dropbox on the course site (Avenue to Learn).

Week 12 (November 22-28)

November 22 – Social Location and Aging part 1

Meeting: 11:30am-1:20pm (EST) via Zoom [Counts toward attendance/participation grade]

Readings: Marshall, B. L. & Katz, S. (2012). The embodied life course: Post-ageism or the renaturalization of gender? *Societies*, 2(4), 222-234. [Link](#)

Notes: Attendance and Participation assignment, which will be assigned in class meeting, must be submitted to the appropriate dropbox on the course site (Avenue to Learn) by 1:30pm (EST)

November 24 – Social Location and Aging part 2

Meeting: 11:30am-12:20pm (EST) via Zoom [Lecture format – you have the option to attend live or watch later asynchronously. Time will be allotted for questions]

Readings:

- Race, embodiment and later life: Re-animating aging bodies of color. *Journal of Aging Studies*, 45, 32-38. [Link](#)
- Changfoot, N., Rice, C., Chivers, S., Williams, A. O., Connors, A., Barrett, A., Gordon, M. & Lalonde, G. (2021). Revisioning aging: Indigenous, crip and queer renderings. *Journal of Aging Studies*, 100930. [Link](#)

Notes: Embodied Reflection for Week 12 due November 28th by 11:59pm (EST). Please submit to the appropriate dropbox on the course site (Avenue to Learn).

Week 13 (November 29-December 5)

November 29 – Sexuality and Aging part 1

Meeting: 11:30am-1:20pm (EST) via Zoom [Counts toward attendance/participation grade]

Readings:

- Potts, A., Gavey, N., Grace, V. M., & Vares, T. (2003). The downside of Viagra: women's experiences and concerns. *Sociology of Health & Illness*, 25(7), 697-719. [Link](#)
- Thorpe, R., Fileborn, B., Hawkes, G., Pitts, M., & Minichiello, V. (2015). Old and desirable: older women's accounts of ageing bodies in intimate relationships. *Sexual and Relationship Therapy*, 30(1), 156-166. [Link](#)
- Sandber, L. J. (2019). Closer to touch: sexuality, embodiment and masculinity in older men's lives. In S. Katz (Ed.) *Ageing in everyday life: Materialities and embodiments*. Chapter 7 [Posted as a PDF on Avenue to Learn]

Notes: Attendance and Participation assignment, which will be assigned in class meeting, must be submitted to the appropriate dropbox on the course site (Avenue to Learn) by 1:30pm (EST)

December 1 – Sexuality and Aging part 2

Meeting: 11:30am-12:20pm (EST) via Zoom [Lecture format – you have the option to attend live or watch later asynchronously. Time will be allotted for questions]

Readings:

- Slevin, K. F., & Linneman, T. J. (2010). Old gay men's bodies and masculinities. *Men and Masculinities*, 12(4), 483-507. [Link](#)
- Barrett, C., Whyte, C., Comfort, J., Lyons, A. & Cramer, P. (2015). Social connection, relationships and older lesbian and gay people. *Sexual and Relationship Therapy*, 30(1), 131-142. [Link](#)

Notes: Embodied Reflection for Week 13 due December 6th by 11:59pm (EST). Please submit to the appropriate dropbox on the course site (Avenue to Learn).

Week 14 (December 6-8)

December 6 – Aging Narrative Analysis Paper Workshop

Meeting: 11:30am-1:20pm (EST) via Zoom [Counts toward attendance/participation grade]

Readings: Choose an aging narrative on which you might consider basing your analysis for your final paper. Come to class having already read the article/memoir, watched the video, or listened to the music/podcast. Images are also welcome, but if the image is part of a larger context, please be sure to familiarize yourself with the source of the image.

Notes: Attendance and Participation assignment, which will be assigned in class meeting, must be submitted to the appropriate dropbox on the course site (Avenue to Learn) by 1:30pm (EST)

December 8 – Course Wrap-Up

Meeting: 11:30am-12:20pm (EST) via Zoom [Lecture format – you have the option to attend live or watch later asynchronously. Time will be allotted for questions]

Readings:

Notes: Aging Narrative Analysis Paper, due December 12, 2021 by 11:59pm (EST)

Course Policies

Submission of Assignments

All assignments should be submitted electronically to Avenue to Learn. No assignments sent via email will be accepted. The following file types are supported: .doc; .docx; .pdf; .png; .jpeg; .ppt.; .pptx.; or .mp4. Please check with the instructor if you wish to submit your assignment in another file type. If your assignment's file size is too large, please save your assignment to a shared drive and submit the link Avenue to Learn (please be sure to grant the instructor permission to view your assignment).

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

Students are expected to submit assignments on the due date at the time listed on the syllabus unless otherwise an extension is pre-arranged with the instructor. If you

anticipate that you will not make the deadline, please be pro-active and email the instructor with as much advance notice as possible (or in the case of emailing after the due date has passed, please email as soon as reasonably possible). You do not need to share why you may need to submit an assignment late/missed an assignment, but please include what you think would be a reasonable extension. The instructor will email within 24 hours replying to your request. In the meantime, please work on your assignment (do not wait for the instructor to reply to work on your assignment). A 10% point reduction will apply to work that is submitted late without an approved extension.

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.

Respect

The instructor and learners alike aim to foster an inclusive learning community in this class, marked by an appreciation for sharing diverse ideas, beliefs, and opinions in a thoughtful manner and through respectful dialogue as a means towards intellectual growth. It is recognized that we come to the classroom with diverse experiences, but also diverse identities in terms of race, culture, ethnicity, immigration-status, religion, sexual orientation, gender, socioeconomic background, age, and more. Therefore, aligned with the principles of democratic education, this course takes a stance against racism, xenophobia, Islamophobia, anti-Semitism, homophobia, sexism, classism, ageism, ableism, and other forms of bigotry.

Additionally, this course covers topics that are sensitive in nature. It is a priority that all learners respect one another, as well as the potential confidential and sensitive nature of the topics being studied.

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of

academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

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 other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

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.

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”.

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.

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.

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.

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.