

MCMASTER UNIVERSITY
DEPARTMENT OF HEALTH, AGING AND SOCIETY
HLTH AGE 3L03: EMBODIED AGING
FALL 2017

Instructor: Dr. Sarah Clancy
Lectures: 7-10pm Wednesdays
Class location: TSH B106

Email: clancysj@mcmaster.ca
Office: KTH 233
Office hours: Thursdays 10-11am

COURSE DESCRIPTION

This course will explore the social and personal process of embodied aging through a sociological and gerontological lens. According to Laz (2002: 507), "embodiment can also be understood as achieved or accomplished as the result of ongoing, often routine, sometimes extraordinary, social and collective work." In this course, we will explore how aging individuals 'achieve', 'accomplish', manage, perform, and experience their aging bodies and corporal existence (ibid). Additionally, we will discuss policies, programs, plans and initiatives that are both helpful or a hindrance to the embodied aging experience. In order to explore the diverse topic of embodied aging, the course is divided in three parts. In the first part of the course, we will examine aging as an embodied social and personal process by drawing on dominant theoretical perspectives and frameworks. We will then turn our focus to the representations of aging individuals in the consumption market, as both consumers and targets for advertising and marketing campaigns. The second part of the course will examine the embodied aging experience in relation to gender and sexuality; health, illness, disability and harm; technology, recreation, education, and leisure; and finally, (dis)embodiment and personhood through life transitions, changing identity and roles and death & dying. In the final part of the course, we will explore the intersectionality of many of the topics discussed through the course by examining case studies on age-friendly initiatives, as well as the incarcerated elderly.

COURSE OBJECTIVES

- Understand what embodied aging refers to, as well as the dominant theoretical perspectives and frameworks in the field of study
- Understand how embodied aging is part of one's physical, social, symbolic, and emotional process of aging
- Explore how the body, through the experience of embodiment, is performed, managed, modified and changed
- Gain a critical understanding of the different influences and impacts on embodiment, such as gender and sexuality; health, illness, disability and harm; technology, recreation, education, and leisure; and finally, (dis)embodiment and personhood through life transitions, changing identity and roles and death & dying, age-friendly initiatives and incarceration
- Examine how policies, programs, plans and initiatives can be both helpful or a hindrance to the embodied aging experience
- Improve critical reflection skills, as well as research and writing skills through completion of both individual and group-based assignments
- Engage in scholarly debate with classroom colleagues through in-class participation in lectures and in-class activities

COURSE EVALUATION - OVERVIEW

Test 1 - 30%	October 18, 2017
Critical reflection paper - 30%	November 1, 2017
Test 2 - 35%	November 22, 2017
Participation in critical thinking workshop - 5%	November 29, 2017

COURSE READINGS

1. COURSE READINGS

All course readings are available through McMaster Library Electronic Database. Please see the Libaccess links posted below in the weekly readings.

ORGANIZATION OF THE COURSE

COURSE FORMAT

Lectures will be held regularly on Wednesdays from 7-10pm. Lectures may include the use of video clips or movies, when applicable, to illustrate course material. We will also have in-class group-based discussions on course material presented in lecture throughout the term. We will also have a critical thinking workshop at the end of the term, where student attendance, participation and engagement is expected.

COURSE WEBSITE

This course will use Avenue to Learn (<http://avenue.mcmaster.ca/>). Please check the website frequently for class announcements and other important information. We may be using the site for posting of grades. More information will be provided in class.

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.

EVALUATION COMPONENTS

1. TEST 1 - 30% - OCTOBER 18, 2017

This test will consist of multiple-choice and true-and-false questions which will test your knowledge of both lecture material (including any films and/or video clips, etc., viewed in lecture) and assigned readings. As the test is worth 30%, if this test is missed, students must visit their respective Faculty office with appropriate documentation for the Faculty to review as it is not eligible for an online MSAF. If Faculty approval is obtained, the make-up date for the test is October 25, from 11:45am-1:45pm. No other date or time will be offered. It is your responsibility to attend scheduled test dates.

2. CRITICAL REFLECTION PAPER - 30% - DUE ON NOVEMBER 1, 2017

In this assignment, you are required to write a critical reflection paper about the representation of the embodied aging experience of the characters depicted in the movie, *Last Vegas* (2013). In order to provide a cost-free option to students, a copy of the movie has been placed on course reserve in Mills library. In this paper, you are required to critically review the selected movie by providing a concise summary; examining the key presentations and themes; connecting the material to elements/concepts from the course; and, critically reflecting and analyzing the material. Please note that this is not a synopsis or movie summary. The assignment requires theoretical and course concept application as well as critical analysis. The paper is to be no more than 10-12 pages in length, not including title page and references. **You have the option of doing this assignment as an individual or in pairs (2 people max.). If you are doing the assignment in pairs, you must remain with your selected partner throughout the term to complete the assignment. No changes are allowed. Both group members will receive the same grade; there are no exceptions.** More information, including assignment guidelines, will be posted on Avenue to Learn during the first week of class.

3. TEST 2 - 35% - NOVEMBER 22, 2017

This test will consist of multiple-choice and true-and-false questions, as well as short answer question(s), and will test your knowledge of both lecture material (including any films, guest lectures, and/or video clips, etc.,) and assigned readings and videos. **The test is cumulative insofar as concepts and theories from the first part of the term will be continually discussed throughout the course; however, readings and lectures from the first part of the term will not be re-tested.** As the test is worth 35%, students must visit their respective Faculty office with appropriate documentation for the Faculty to review as it is not eligible for an online MSAF. If Faculty approval is obtained, the make-up date for the test is December 20, from 10am-12pm. No other date or time will be offered. It is your responsibility to attend scheduled test dates.

4. IN-CLASS PARTICIPATION IN WORKSHOP ON NOVEMBER 29, 2017 - 5%

Student participation and attendance is based on quality participation in the critical thinking workshop activities on November 29, 2017. There is no opportunity to make up this workshop activity if class is missed on November 29.

POLICIES AND PROCEDURES

1. COMPLETION OF ALL ASSIGNMENTS AND EXAMS ARE MANDATORY TO PASS THE COURSE. IF ANY COURSE REQUIREMENT IS NOT COMPLETED, YOU WILL RECEIVE A GRADE OF 0 AND NOT PASS THE COURSE.

Please submit your assignments (hard copies only) in class on the day that they are due. Faxed or emailed assignments will NOT be accepted.

Your assignments should be typed and double-spaced in either 10 or 12 point Times New Roman or Arial font. **The due dates for all assignments are fixed and non-negotiable.** There will be a **deduction of 15% per day** for all late assignments, including weekends (15% for the whole weekend). If an assignment is due on Wednesday, but handed in on or after 12:00am on Thursday, the deduction will be 15% for that day and so on. Deductions are calculated per day,

not per 24-hour period. **No assignments will be accepted 3 days after the original due date; there are no exceptions. Please refer to assignment handouts for exact dates. Any late papers/assignments will receive a grade only; no comments.**

2. ILLNESSES AND EMERGENCIES

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”. Please note these regulations have changed beginning Fall 2015.

3. REVIEW OF MARKS

Assignments and exams are marked fairly and carefully; however, in the event that a student disagrees with his/her mark, the following procedure will be followed:

1. The student must write a detailed one-page note (hard copy only; emails will not be accepted) outlining the reason for the review of the mark. This note must be attached to the original assignment and handed in to the instructor;
2. The instructor will review the request and review the original assignment and provide the student with written feedback;
3. Students must not submit a request for review any earlier than 1 week after the paper/exams are returned and no later than 2 weeks after;
4. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received.

4. ACCOMMODATIONS

Please feel free to discuss your personal needs with me. Arrangements for individualized accommodations can be made through Students Accessibility Services (<http://sas.mcmaster.ca/>). Students Accessibility Services (<http://sas.mcmaster.ca/>) also provides helpful information on time management, note-taking, keeping up with readings, and taking multiple-choice tests.

If you require course information in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Student Accessibility Services (SAS):

Students who require academic accommodations 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 at 905-525-9140 ext. 28652, or by email at sas@mcmaster.ca. For further information, consult McMaster University’s Policy for [Academic Accommodation for Students with Disabilities](#).

Responsibilities as a Student Registered at SAS: SAS assists with academic and disability-related resources for students with a variety of learning needs. If you require academic accommodation through SAS, be sure that you arrange your accommodations with SAS as early

as possible, and ensure that the instructor receives a copy of your accommodation letter as early as possible in the term.

Students registered with SAS are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss their specific accommodation needs in relation to the course; and
- providing the instructor with their accommodation letter as early as possible.

For more information, visit the SAS website: <http://sas.mcmaster.ca>

Accommodating Peers: Students may be asked to assist in making our learning environment accessible for all students. For example, in-class presenters may be asked to submit, in advance, a text summary of the presentation's visual components to ensure the inclusion of students for whom those visuals would not otherwise be accessible.

5. COMPUTER USE IN THE CLASSROOM

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

6. OFFICE HOURS and EMAIL COMMUNICATION

I maintain regular office hours - no appointment is necessary. I am also available by email (clancysj@mcmaster.ca). Please use proper email etiquette when sending an email: include the course name in your subject line; provide a salutation (Dear Dr. Clancy); and include your name and student number. You can expect a response to your email within 48 hours, **excluding weekends, holidays and university scheduled breaks such as Reading Week break, etc.,.**

Faculty Of Social Sciences E-Mail Communication Policy: It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to 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.

Avenue Mail: Please use your McMaster e-mail account to contact the instructor. There is a technical difference between the Mail feature in Avenue to Learn and the McMaster e-mail services, including UnivMail, the mail service used by most instructors. Messages sent from Avenue to e-mail, for example, can often cause unhelpful delays and errors.

7. ACADEMIC DISHONESTY

University Policy on Academic Dishonesty: 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. 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.

Avoiding Academic Dishonesty: It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the McMaster Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only a few forms of academic dishonesty:

1. Submitting work that is not your own.
2. Submitting your own material for which other credit has already been obtained in another course.
3. Using another writer’s sentences, phrasing, or writing structure without properly indicating your debt by using quotation marks.
4. Neglecting to properly cite the source of your ideas.
5. Improper collaboration in non-group work.
6. Copying or using unauthorized aids in tests and examinations.
7. Requesting accommodation or exceptions in bad faith or under false pretenses.

Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca/>

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of 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.

WEEKLY TOPICS AND READING SCHEDULE

* all assigned readings and videos are required unless otherwise noted *

TOPIC	ASSIGNED READINGS	IMPORTANT NOTES
WEEK ONE: SEPTEMBER 6, 2017		
Introduction to the course	No assigned readings	
WEEK TWO: SEPTEMBER 13, 2017		
Aging as an embodied social and personal process: Theories of and on embodied aging - Part 1	<p>1. Laz, C. (2003). Age embodied. <i>Journal of Aging Studies</i>, 17, 503-519</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://journals2.scholarportal.info/libaccess.lib.mcmaster.ca/details/08904065/v17i0004/503_ae.xml</p>	
WEEK THREE: SEPTEMBER 20, 2017		
Aging as an embodied social and personal process: Theories of and on embodied aging - Part 2; Begin discussion of Consumerism and commodification - Part 1	<p>1. Pickard, S. (2014). Biology as destiny? Rethinking embodiment in 'deep' old age. <i>Ageing and Society</i>. 34(8), 1279-1291.</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/libaccess.lib.mcmaster.ca/10.1017/S0144686X13000196</p>	
WEEK FOUR: SEPTEMBER 27, 2017		
Consumerism and commodification: Representations of aging bodies, aging consumers and the anti-aging movement - Part 2	<p>1. Lewis, D. C. Medvedec, K. & Seponski, D.M. (2011). Awakening to the desires of older women: Deconstructing ageism within fashion magazines. <i>Journal of Aging Studies</i>, 25, 101-109</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/libaccess.lib.mcmaster.ca/10.1016/j.jaging.2010.08.016</p>	

	<p>2. Clarke, L.H., Bennett, E.V., & Liu, C. (2014). Aging and masculinity: Portrayals in men's magazines <i>Journal of Aging Studies</i>, 31, 26-33</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://journals2.scholarportal.info.libaccess.lib.mcmaster.ca/pdf/08904065/v31icomplete/26_aampimm.xml</p>	
WEEK FIVE: OCTOBER 4, 2017		
<p>Embodied aging, gender and sexuality</p>	<p>1. Thorpe, R., Fileborn, B., Hawkes, G., Pitts, M., & Minichello, V. (2015). Old and desirable: Older women's accounts of ageing bodies in intimate relationships. <i>Sexual and Relationship Therapy</i>, 30(1), 156-166</p> <p>Libaccess: http://journals2.scholarportal.info.libaccess.lib.mcmaster.ca/pdf/14681994/v30i0001/156_oadowaoabiir.xml</p> <p>2. Barrett, C., Whyte, C., Comfort, J., Lyons, A. & Cramer, P. (2015). Social connection, relationships and older lesbian and gay people. <i>Sexual and Relationship Therapy</i>, 30(1), 131-142</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1080/14681994.2014.963983</p>	
WEEK SIX: OCTOBER 11, 2017 - FALL BREAK - NO CLASSES, NO OFFICE HOURS		
FALL BREAK - NO CLASSES, NO OFFICE HOURS	FALL BREAK - NO CLASSES, NO OFFICE HOURS	FALL BREAK - NO CLASSES, NO OFFICE HOURS

WEEK SEVEN: OCTOBER 18, 2017 - TEST 1 TODAY - 30%		
TEST 1 TODAY - 30%	TEST 1 TODAY - 30%	TEST 1 TODAY - 30%
WEEK EIGHT: OCTOBER 25, 2017		
<p>Health, illness, disability and harm</p>	<ol style="list-style-type: none"> <li data-bbox="581 310 1008 751"> <p>Kontos, P. & Martin, W. (2013). Embodiment and dementia: Exploring critical narratives of selfhood, surveillance, and dementia care. <i>Dementia</i>, 12(3), 288-302</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1177/1471301213479787</p> <li data-bbox="581 785 1008 1297"> <p>Beuthin, R. E., Bruce, A., & Sheilds, L. (2015). Storylines of aging with HIV. Shifts towards sense making. <i>Qualitative Health Research</i>, 25(5), 612-621</p> <p>Libaccess: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://journals1.scholarportal.info.libaccess.lib.mcmaster.ca/details/10497323/v25i0005/612_soawhstsm.xml</p> <li data-bbox="581 1331 1008 1843"> <p>Band-Winterstein, T. (2012). Narratives of aging in intimate partner violence: The double lens of violence and old age. <i>Journal of Aging Studies</i>, 26(4), 504-514</p> <p>Libaccess: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1016/j.jaging.2012.07.003</p> 	<p>You must also watch the following video:</p> <ol style="list-style-type: none"> <li data-bbox="1036 422 1430 636"> <p>1. <i>16X9onglobal</i>. (2014). "Full Story: Dementia - The unspooling mind." Retrieved from https://www.youtube.com/watch?v=kkvIZaSfUxc</p> <p>**this is testable material so please be sure to watch the video**</p>

WEEK NINE: NOVEMBER 1, 2017 - CRITICAL MEDIA PAPER DUE TODAY IN HARD COPY IN CLASS - 30%		
Technology, recreation, education, and leisure: Impacts and influences	<p>1. Humberstone, B. & Cutler-Riddick, C. (2015). Older women, embodiment and yoga practice. <i>Ageing and Society</i>, 1-21</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://journals.cambridge.org.libaccess.lib.mcmaster.ca/action/displayFulltext?type=1&pdftype=1&fid=9202699&jid=ASO&volumeId=-1&issueId=-1&aid=9202696</p> <p>2. Phoenix, C. & Sparkes, A.C. (2008). Athletic bodies and aging in context: The narrative construction of experienced and anticipated selves in time. <i>Journal of Aging Studies</i>, 22, 211-221</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://journals1.scholarportal.info.libaccess.lib.mcmaster.ca/details/08904065/v22i0003/211_abaaiceaasit.xml</p>	CRITICAL MEDIA PAPER DUE TODAY IN HARD COPY IN CLASS - 30%
WEEK TEN: NOVEMBER 8, 2017		
Life transitions, changing identity and roles and death & dying: Embodiment, (dis)embodiment and personhood	<p>1. Hammarstrom, G. & Torres, S. (2012). Variations in subjective well-being when 'aging in place' - A matter of acceptance, predictability and control. <i>Journal of Aging Studies</i>, 26, 192-203</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://journals1.scholarportal.info.libaccess.lib.mcmaster.ca/details/08904065/v22i0003/211_abaaiceaasit.xml</p>	

	<p>n?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1016/j.jaging.2011.12.004</p> <p>2. Ball, M.M. et al., (2014). 'This is our last stop': Negotiating end-of-life transitions in assisted living. <i>Journal of Aging Studies</i>, 30, 1-13</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/10.1016/j.jaging.2014.02.002</p> <p>3. Jenkins, C.L., Edmundson, A., Averett, P. & Yoon, I. (2014). Older lesbians and bereavement: Experiencing the loss of a partner. <i>Journal of Gerontological Social Work</i>, 57 (2-4), 273-287</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1080/01634372.2013.850583</p>	
WEEK ELEVEN: NOVEMBER 15, 2017		
<p>Embodied aging: Age-friendly initiatives and aging in different places, such as correctional facilities</p>	<p>1. 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. <i>Ageing & Society</i>, 35(1), 203-223</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libacc</p>	

	<p>ess.lib.mcmaster.ca/10.1017/S0144686X13000627</p> <p>2. Shantz, L.R. & Frigon, S. (2009). Aging, women and health: From the pains of imprisonment to the pains of reintegration. <i>International Journal of Prisoner Health</i>, 5(1), 3-15</p> <p>Libaccess: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://journals2.scholarportal.info.libaccess.lib.mcmaster.ca/details/17449200/v05i0001/3_awahfittpor.xml</p> <p>3. Handtke, V., Bretschneider, W., Elger, B., & Wangmo, T. (2015). Easily forgotten: Elderly female prisoners. <i>Journal of Aging Studies</i>, 32(Complete), 1-11</p> <p>Libaccess: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://journals1.scholarportal.info.libaccess.lib.mcmaster.ca/pdf/08904065/v32icomplete/1_efefp.xml</p>	
WEEK TWELVE: NOVEMBER 22, 2017 - TEST 2 TODAY - 35%		
TEST 2 TODAY - 35%	TEST 2 TODAY - 35%	TEST 2 TODAY - 35%
WEEK THIRTEEN: NOVEMBER 29, 2017 - CRITICAL THINKING WORKSHOP WITH CLASS ACTIVITIES AND DISCUSSION - 5%		
Critical thinking workshop with class activities and discussion	No assigned readings	CRITICAL THINKING WORKSHOP WITH CLASS ACTIVITIES AND DISCUSSION - 5%
WEEK FOURTEEN: DECEMBER 6, 2017		
Course wrap-up and course evaluations	No assigned readings	