

MCMASTER UNIVERSITY
Department of Health, Aging & Society

HLTH AGE 3L03

Winter 2016

Instructor: Dr. Meridith Griffin
Office: KTH 241
Office Hours: By appointment

Email: griffmb@mcmaster.ca

Day and Time of Classes:
Tuesday 8:30 – 9:20
Thursday 8:30 – 10:20

Class Location: ABB 136

Course website: <http://avenue.mcmaster.ca>

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society at 905-525-9140, ext. 27227.

EMBODIED AGING

The purpose of this course is to examine the ever expanding sociological and social gerontology literature which investigates and theorizes about the body and embodiment in later life. Drawing on a range of sociological theories, we will consider the following questions: How is aging an embodied social process? How do older people experience and perceive their bodies in relation to everyday life, ageism, gender norms, health, chronic illness, death and dying, dementia, physical activity, leisure pursuits, sexuality, and the use of assistive technologies? How are aging bodies perceived, managed, and responded to by others? How do cultural norms pertaining to gender and later life influence older adults' experiences in and perceptions of their aging bodies and embodied identities? Through lectures, discussions, readings and reflections, students will acquire a thorough grounding in socio-cultural perspectives on the aging body.

Required Texts

There is no required text for this course. Required readings will take the form of journal articles, and links to these online readings corresponding to weekly topics may be found on the course website (<http://avenue.mcmaster.ca>)

Course Evaluation - Overview

Online participation & discussion: 15% - throughout the term

Test #1: 25% - **February 11th**

Test #2: 25% - **March 24th**

Take-home final exam: 35% - **April 12th**

Evaluation components – Details

1. Online Participation & Discussion (15%)

We will be using the Discussion capabilities of Avenue to Learn throughout the term. You can find this via our course website: <http://avenue.mcmaster.ca>

To earn participation & discussion marks for this class, the criteria are as follows:

- I will occasionally give you specific prompts for posts, in the form of discussion questions related to course material. Responses to these prompts will be monitored and facilitated.
- **Weekly**, I encourage you to post links to articles (news, magazine, online, scholarly), Tweets, videos, songs, pictures, etc., that relate to what we're studying in class, along with your analysis of why.
- Your posts will be evaluated for quantity via Avenue 'statistics' (# of posts throughout the term). *In addition*, posts will be intermittently evaluated for quality, thoughtfulness, engagement, and innovativeness (i.e., it is insufficient to submit 2-word comments on each post to artificially boost your statistics!)
- Commenting for each topic **will be closed** one week after it is last covered in class. For example, comments for week 1 (January 5-7, topic: 'Aging as an Embodied Social Process') will be closed by the end of week 2 (January 15). This is to ensure that discussion occurs on an ongoing basis, rather than in a flurry at the end of term.
- That said, grading is generous here: If you do it, you get credit. In other words, you can get an easy A in this assignment by reading & engaging with this Discussion group on a weekly basis.
- This is essentially a virtual participation mark. Engage with the course material, bring in external relevant content, be thoughtful about the aging body in society and enjoy the community of your classmates.

Note:

- Casual language is fine, but minimal profanity please.
- Posts can be short and sweet but should be at least a (short) paragraph.
- Read the class discussion. Please comment on your classmates' posts. I encourage you to reply to comments and discuss with your classmates!
- You can post more if you'd like. Please use this forum for asking questions, coordinating study groups, working on test and exam reviews, and so forth. Please ask each other questions here before emailing me. Responses to course-related questions will be monitored to ensure accuracy.

2. Test #1 (25%)

The first test will focus on readings and lectures from weeks 1 - 5. It will consist of multiple-choice questions and will take place on **Thursday, February 11th**.

3. Test #2 (25%)

The second test will focus on readings and lectures from weeks 8 - 12. It will consist of multiple-choice questions and will take place on **Thursday, March 24th**.

4. Final (Take-Home) Exam (35%)

The final exam will be cumulative (covering **all** course content). Questions will be essay - style, and will be released via Avenue on Friday, April 1st and due by hard copy on **Tuesday, April 12th**.

PLEASE READ THE FOLLOWING POINTS CAREFULLY:

Assignments, Exams, and Late Policies

All assignments, tests, and exams must be completed in order to pass the course. Please submit your assignments electronically via the course website *before* midnight on the day they are due (*or* via hard copy, in class on the day they are due). Faxed and emailed assignments will not be accepted.

Please do not bring assignments to the main Health, Aging & Society office. The Health, Aging & Society staff do not date-stamp assignments, nor do they monitor the submission or return of papers. Assignments will be returned to you in class, or via Avenue to Learn.

Your assignments should be typed and double-spaced. Barring exceptional circumstances (i.e., serious illness), there will be a deduction of 5% per day for all late assignments.

Absences, Missed Work, & Illness

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.

Grading and Review of Grades

Your final mark will be converted to a letter grade according to the scale used by the Registrar and available in the Undergraduate Calendar.

All course work will be graded carefully. On occasion, students may disagree with the mark they receive. If this occurs, I would be happy to review the mark, provided the request is serious and the following procedure is followed.

Write a one-page statement describing in detail why you think a marking error was made. Support your argument with examples from your paper/test of how you believe you satisfied the criteria better than your grade reflected.

The statement should be submitted, along with the marked assignment or test, to me for review. You may submit the request for a re-mark no sooner than one week and no later than one month after the assignment or test was returned. I will review your mark and get back to you with written feedback.

Please note that there is a possibility that when a mark is reviewed, the new mark may be lower than the original.

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.

Registered students are automatically enrolled in this space, which can be accessed at the following web address: <http://avenue.mcmaster.ca/>

If you are unable to access this space, please contact your instructor to enrol you. Please keep in mind that it takes 24 hours (and sometimes longer) after you have registered for you to have access to Avenue to Learn.

Computer & Cell Phone Use

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 (or asked to leave) for the remainder of the lecture or tutorial.

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. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Course Modification

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.

Email/Class Communication

While you can reach me by email at griffmb@mcmaster.ca, I strongly encourage you to ask questions about the syllabus and course assessments during class time. My preference is for our conversations to take place in person rather than via email, thus allowing us to get to know each other better and fostering a more collegial learning atmosphere. If you use email, please include the course code in the subject line, and your full name and student number in

the body of the email. I will endeavour to respond within 24 hours (excluding weekends and holidays).

It is my preference that you first post your questions in the discussion section of Avenue to Learn. If you bypass this option and email me a question, I may be inclined to ask you to post your question on Avenue.

In the context of a university course, email is a mode of professional communication. Please keep the conventions of professional communication in mind when composing messages (e.g., use full sentences with proper punctuation, be polite, and refrain from using informal abbreviations).

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.

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.

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.

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:

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

TOPIC AND READING SCHEDULE

The following schedule is meant to provide a sense of order and direction. We may modify it slightly as we move through the material. Announcements about any such changes will be made in class and on Avenue to Learn (A2L).

Week	Date	Topic	Reading
1	5	Intro & course outline	<i>Required:</i> Laz (2003); Gilleard & Higgs (2000)
	7	Aging as an Embodied Social Process	<i>Recommended:</i> Wainwright & Turner (2003)
2	12	Images & Representations of the Aging Body	<i>Required:</i> Bytheway (2003); Martin (2012)
	14		<i>Recommended:</i> Richards et al. (2012)
3	19	Experiencing Illness & Disability in Later Life	<i>Required:</i> Faircloth et al. (2004); Hurd Clarke & Bennett (2013)
	21		<i>Recommended:</i> Bury (1982); Grenier (2005)
4	26	Body Image in Later Life	<i>Required:</i> Oberg & Tornstam (1999); Ward & Holland (2011)
	28		<i>Recommended:</i> Baker & Gringart (2009)
5	February 2	The Aging Body and Consumer Culture	<i>Required:</i> Higgs et al. (2009); Coupland (2009)
	4		<i>Recommended:</i> Featherstone (2010)
6	9	**NO CLASS **	
	11	**TEST #1**	
7	16	**NO CLASS: MID-TERM RECESS**	
	18		
8	23	Sexuality and Aging	<i>Required:</i> Slevin & Linneman (2010); Hinchcliff & Gott (2008)
	25		<i>Recommended:</i> Calasanti & King (2005); Marshall (2010)
9	March 1	Physical Activity, Leisure, and the Aging Body	<i>Required:</i> Tulle & Dorrer (2012); Paulson (2005)
	3		<i>Recommended:</i> Wainwright & Turner (2006); Phoenix & Smith (2011)

10	March	8	Managing the Aging Body	<i>Required:</i> Hislop & Arber (2003); Twigg (2000)
		10		<i>Recommended:</i> McKenzie-Green et al. (2009); Slevin (2010)
11		15	Dementia and Embodiment in Later Life	<i>Required:</i> Kontos (2005); Twigg (2010)
		17		<i>Recommended:</i> Phinney & Chesla (2003)
12		22	Technology and the Aging Body	<i>Required:</i> Buse (2010); Nygard (2008) <i>Recommended:</i> McCreadie & Tinker (2005)
		24	**TEST #2**	
13		29	Death and the Dying, Older Body	<i>Required:</i> Whitaker (2010); Broom & Cavenagh (2010)
		31		<i>Recommended:</i> Arber et al. (2008)
14	April	5	**TEST/EXAM REVIEW**	
		7	**NO CLASS **	

**** TAKE-HOME EXAM DUE IN (BY HARD COPY): TUESDAY, APRIL 12th ****