

HLTH AGE 4H03: HISTORY AND CULTURE OF AGING FALL 2018

Instructor: Dr. Sarath Chandrasekere

Lecture: 11.30-2.20, Thursdays

Location: BSB-B138

Email: chandsa@mcmaster.ca

Office: KTH 233

Office Hours: 9.30-11.15 Thursdays
(by Appointment)

Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	4
Course Textbook	4
Course Readings.....	4
Class Format.....	4
Course Evaluation – Overview	4
Course Evaluation – Details	4
Reflections On Experiences of Aging Group Report And Presentation - 18% - due On October 4, 2018.....	4
Group Seminar Presentation - 20% - date as assigned in class.....	5
Critical Self-Reflection on Participation and Attendance – 4% - November 22, 2018..	5
Final Research Paper Presentations - 8% - November 29, 2018	5
Final Research Paper - 42% - Due On November 29, 2018 - submitted to Avenue dropbox.....	5
Class Participation and Attendance - 8% - throughout the term	6
Weekly Course Schedule and Required Readings	6
Week 1 (September 6, 2018).....	6
Week 2 (September 13, 2018).....	6
Week 3 (September 20, 2018).....	6
Week 4 (September 27, 2018).....	6
Week 5 (October 4, 2018)	7
Week 6 (October 11, 2018)	7
Week 7 (October 18, 2018)	7
Week 8 (October 25, 2018)	7
Week 9 (November 1, 2018).....	8

Week 10 (November 8, 2018).....	8
Week 11 (November 15, 2018).....	8
Week 12 (November 22, 2018).....	9
Week 13 (November 29, 2018).....	9
Course Policies	9
Submission of Assignments.....	9
Grades.....	10
Late Assignments	10
Absences, Missed Work, Illness	10
Review of Marks	10
Course Website/Avenue to Learn	11
Turnitin.com	11
Computer Use in the Classroom.....	11
Office Hours and Email Communication	11
University Policies	12
Academic Integrity Statement.....	12
Academic Accommodation of Students with Disabilities.....	12
Religious, Indigenous and Spiritual Observances (RISO)	12
Faculty of Social Sciences E-mail Communication Policy	13
Course Modification	13
Copyright Regulations	13

Course Description

This course will explore how aging has been conceptualized cross-culturally over the course of ancient history to the 21st century. In order to explore the history and culture of aging over time, the course is divided in three parts. In the first part of the course, we will examine definitions, stereotypes and conceptualizations of aging to understand the diverse range in which we have and continue to perceive aging, the aged and the aging process. In this part of the course, we will also examine theories of aging.

The second part of the course will examine historical conceptions of aging. In doing so, we will look at the roles, identities, responsibilities, services available to the aged, as well as social, cultural, religious, political, and economic impacts and relations with the aged and aging process. We will begin by looking at aging in the context of ancient Rome and Greece, and South/South East Asia as well as in the 15th-18th centuries, 19th and 20th century, and finally aging in the 21st century.

The last part of the course will further explore issues, experiences, and policies that impact the process of aging in the 21st century, focusing on the relevant social, cultural, religious, political, and economic impacts. This is a seminar style course format that requires active participation, attendance and contribution from all members of the class. More information on the seminar style approach is noted below.

Course Objectives

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

- Explore the definitions, stereotypes and conceptualization of aging, as well as the theories of aging
- Gain a critical understanding of the historical conceptions of aging, from time periods such as ancient, historical, modern, and contemporary times
- Develop a knowledge base on the contemporary issues that both affect and impact the aging process (and vice versa) in the 21st century
- Understand how conceptualizations and definitions surrounding the aged and the aging process can impact areas of social, cultural, religious, political, and economic life
- Build on group collaboration skills, oral presentation skills, and time management through completion of a group seminar presentation and group project
- Improve critical reflection skills, as well as research and writing skills through completion of assignments
- Engage in scholarly debate with classroom colleagues through in-class participation in lectures and group-based activities and assignments.

Required Materials and Texts

Course Textbook

- Johnson, P. & Thane, P. (1998). (Eds.). Old age from antiquity to postmodernity. London, UK: Routledge. (Please note this book is also available as a download from the McMaster Library)

Course Readings

- Additional readings are available freely online or through McMaster Library Electronic Database.

Class Format

This is a seminar style course held on Thursdays from 11.30am to 2.20pm. Seminar style course format requires active participation, attendance and contribution from all members of the class. In the first portion of the course, the format will be interactive and lecture-based with active participation, contribution and discussion from students. The remainder of the course will include interactive lecture-style presentations and student-led seminar presentations. More information is provided below in the “evaluation components”.

Course Evaluation – Overview

1. Reflections on experiences of aging group report & presentation - 18%, Oct 4, 2018
2. Group seminar presentation - 20%, As assigned in class
3. Critical self-reflection on participation and attendance - 4%, November 22, 2018
4. Final Research paper presentation- 8%, November 29, 2018
5. Final research paper - 42%, November 29, 2018
6. Class participation/attendance - 8%, throughout the term

Course Evaluation – Details

Reflections On Experiences of Aging Group Report And Presentation - 18% - due On October 4, 2018

The purpose of this group assignment is to understand how aging was perceived, conceptualized, and experienced by individuals from differing cultural, social and/or historical time periods; thus, gaining a more worldly and informed view on the history and culture of aging. Each group (**this will be the same group you are working on the seminar presentation with; no changes are allowed**) will research **3 different** historical, social and/or cultural experiences of aging which then will be written about in a short (3 pages) report. This report will be handed in on October 4, 2018. On the same day, each group of students will make a very brief in-class presentation about **one** of their selected reflections on aging. Students will select **one** experience of aging from

the 3 that were researched and reported on that they found most impactful, powerful, etc. Presentations are to be no more than 10 minutes in length. You must form groups by the end of the first full week of classes (i.e., September 13th) and inform Dr. Chandrasekere of these arrangements. More information on the format and structure will be posted on Avenue.

Group Seminar Presentation - 20% - date as assigned in class

In groups (max. number of students per group dependent on final class size), students are required to critically present the readings under weekly discussion to the class, lead a discussion, pose questions, create a class activity, and incorporate information and material from outside of the course readings. I will make an announcement about the size of groups once we have final class numbers. Students will sign up for their selected week during the second or third class of the term. Seminars will begin in week 7 of the course. **Once signed up to a particular week and with a particular group, no changes are permitted. These presentations are expected to be 45 minutes in length, including the class activity but not including the question/answer period. Ensure that your presentation meets these guidelines. Please note that all students in the seminar group will receive the same grade.** More information, including assignment guidelines, will be posted on Avenue to Learn.

Critical Self-Reflection on Participation and Attendance – 4% - November 22, 2018

Students are expected to engage in critical self-reflection about both their attendance and participation throughout the term. Students will reflect on their triumphs, shortcomings, and areas for improvement in a short 1page reflection. This will be submitted to the dropbox on Avenue. The purpose of this assignment is to build on critical reflection skills as well as to be self-aware of one's role as a student in the course over the past 3 months. This assignment is a valuable skill-building exercise.

Final Research Paper Presentations - 8% - November 29, 2018

Students are required to present the findings of their individually written research paper. Presentations will be 5 minutes in length. The purpose of this assignment includes: (1) communication of research with fellow peers; (2) working on oral presentation skills; and, (3) the ability to present one's work in a clear, concise, and coherent format. Presentations must be no longer than 5 minutes in length. More information, including assignment guidelines, will be posted on Avenue to Learn.

Final Research Paper - 42% - Due On November 29, 2018 - submitted to Avenue dropbox

Students are required to individually research and write a research paper on a topic of interest that has been discussed in the course. Students **may not** write the final research paper on the same topic/theme as their seminar presentation. More information, including assignment guidelines, will be posted on Avenue to Learn.

Class Participation and Attendance - 8% - throughout the term

Full participation, regular attendance, as well as full commitment and equal share of work in the seminar groups, are required throughout the term.

Weekly Course Schedule and Required Readings

Week 1 (September 6, 2018)

Introduction to the course

Readings:

- Text: Chapter 1

Week 2 (September 13, 2018)

What is aging? Defining aging and understanding stereotypes about aging; theories of aging

Readings:

- Text: Chapter 6
- Thornton J E. 2002. Myths of aging or ageist stereotypes. *Educational Gerontology*, 28(4), 301–312.
- Coudin G and Alexopoulos T. 2010. 'Help me! I'm old!' How negative aging stereotypes create dependency among older adults. *Aging & Mental Health*, 14(5), 516- 523.

Week 3 (September 20, 2018)

Ancient conceptualizations of aging: Greece, Rome and Egypt

Readings:

- Text: Chapter 2
- Gilleard C. 2007. Old age in Ancient Greece: Narratives of desire, narratives of disgust. *Journal of Aging Studies*, 21(1), 81-92.
- Harlow M and Laurence R. 2003. Old age in ancient Rome. *History Today*, 53(4), 22-27.

Week 4 (September 27, 2018)

Aging in the 15th- 18th centuries; introduction to the 19th and 20th century

Readings:

- Text: Chapter 3
- Text: Chapter 4
- Text: Chapter 5
- Demos J 1978. Old age in early New England. [Supplement]. *American Journal of Sociology*, 84, S248-S287.
- Martin L G. The Status of South-Asia's Growing Elderly Population. *Journal of Cross-Cultural Gerontology*. 8: 97-117

- Feng S et al. 2012. China's rapidly aging population creates policy changes.....*Health AFF* (Millwood). 2012 December. 31 (12): 2764-2773

Week 5 (October 4, 2018)

In-class group presentations today

Readings:

- No assigned readings

Notes:

- **GROUP REPORT DUE TODAY; GROUP PRESENTATIONS TODAY - 20%**

Week 6 (October 11, 2018)

FALL BREAK RECESS - NO CLASSES, NO OFFICE HOURS

Week 7 (October 18, 2018)

Aging in the 19th- 20th centuries

Readings:

- Text: Chapter 7
- 2. Ruggles S. 2003. Multigenerational families in nineteenth-century America. *Continuity and Change*. 18(1), 139-165
- Hirschbein L D. 2001. Popular views of old age in America, 1900– 1950. *Journal of the American Geriatrics Society*. 49(11), 1555-1560.
- Fleming K C, Evans J M and Chutka, D S. 2003. A cultural and economic history of old age in America. *Mayo Clinic Proceedings*, 78(7), 914-921.

Notes:

- **STUDENT LED SEMINARS BEGIN (20%)**

Week 8 (October 25, 2018)

Aging in the 21st century: case studies in contemporary aging: The aging body and selfhood in a world of consumption, technology and recreation.

Readings:

- Text: Chapter 8
- Musie A and Dasmaris S. 2010. Women's perceptions and use of "anti-aging" products. *Sex Roles*. 63 (1-2). 126-137.
- Patterson I. 2007. Information sources used by older adults for decision making about tourist and travel destinations. *International Journal of Consumer Studies*. 31. 528-533.
- Twigg J and Majima S 2014. Consumption and the constitution of age: Expenditure patterns on clothing, hair and cosmetics among post-war 'baby boomers'. *Journal of Aging Studies*, 30, 23-3

Notes:

- **STUDENT LED SEMINARS**

Week 9 (November 1, 2018)

Aging in the 21st century: case studies in contemporary aging.

Readings:

- Text : Chapter 10
- Gilteard C and Higgs P. 2002. The Third Age: Class, cohort and generation? *Ageing and Society*. 22. 369-382.
- Kohon J and Carder P. 2014. Exploring identity and aging: Auto-photography and narratives of low income older adults. *Journal of Aging Studies*, 30, 47-55.
- Oksanen T and Virtanen M. 2012. Health and retirement: A complex relationship. *European Journal of Ageing*, 9, 221-225

Notes:

- **STUDENT LED SEMINARS**

Week 10 (November 8, 2018)

Case studies in contemporary aging: Role of and within the family

Readings:

- Text: Chapter 9
- Hjälml A. 2012. "Because we know our limits": Elderly parents' views on intergenerational proximity and intimacy, *Journal of Aging Studies*, 26(3), 296-308.
- Bangerter L R and Waldron V R 2014. Turning points in long distance grandparent–grandchild relationships. *Journal of Aging Studies*, 29, 88-97.
- Moss M.S and Moss S Z. 2014. Widowhood in old age: Viewed in a family context. *Journal of Aging Studies*, 29, 98-106.

Notes:

- **STUDENT LED SEMINARS**

Week 11 (November 15, 2018)

Case studies in contemporary aging: Living longer, illness, mortality and death

Readings:

- Stewart T A, Chipperfield J G, Perry R P and Weiner P. 2012. Attributing illness to 'old age': 'Consequences of a self-directed stereotype for health and mortality. *Psychology and Health*, 27(8), 881- 897.
- Kalache A, Aboderin I and Hoskins I 2002. Compression of morbidity and active ageing: Key priorities for public health policy in the 21st century. *Bulleting of the World health Organization*. 80 (3). 243-250.

Notes:

- **LAST DAY OF STUDENT LED SEMINARS (20%)**

Week 12 (November 22, 2018)

Critical self- reflection and evaluation

Readings:

- [Emma McDonald on self-reflection](https://youtu.be/DKtF6bQBmW0). 2018. (https://youtu.be/DKtF6bQBmW0)
- [Tasha Eurich on self-awareness](https://youtu.be/tGdsOXZpyWE). 2017. (https://youtu.be/tGdsOXZpyWE)

Notes:

- **CRITICAL SELF- REFLECTION DUE TODAY BY 11:59PM - 4% - SUBMIT TO DROPBOX ON AVENUE**

Week 13 (November 29, 2018)

Final paper presentations

Readings:

- No assigned readings

Notes:

- **FINAL PAPER PRESENTATIONS (8%)**
- **FINAL PAPERS DUE (42%)**

Course Policies

Submission of Assignments

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. The exceptions to this are the critical self-reflection and the final paper, which will be submitted to a dropbox on Avenue to Learn. 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.

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

The due dates for all assignments are fixed and non-negotiable. There will be a **deduction of 10% per day** for all late assignments, including weekends (15% for the whole weekend). If an assignment is due on Tuesday, but handed in after 12:00am on Wednesday, the deduction will be 10% 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.**

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.

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:

- a. 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;
- b. The instructor will review the request and review the original assignment and provide the student with written feedback;

- c. 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;
- d. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received

Course Website/Avenue to Learn

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.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go www.mcmaster.ca/academicintegrity.

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.

Office Hours and Email Communication

I maintain regular office hours - however, you need to make an appointment. I am also available by email (chandsa@mcmaster.ca). Please use proper email etiquette when sending an email: include the course name in your subject line; provide a salutation (Dear Dr. Chandrasekere); 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 Fall break, etc.**

University Policies

Academic Integrity Statement

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

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

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

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 credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

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

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

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student’s religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

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

Faculty of Social Sciences E-mail Communication Policy

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

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.

Copyright Regulations

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