

HLTHAGE 2BB3–PERSPECTIVES IN HEALTH, AGING AND SOCIETY

Winter 2021

January 11th to April 14th, 2021

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Lecture: Virtual Mon,Thurs 10:30 – 11:20 am (Wednesday 10:30 – 11:20 am – not regularly scheduled- for further details see '[Virtual Class Scheduled Time](#)' p.4)

Office Hours: Thurs 11:30 am – 12:30 am or By Appointment

Teaching Assistants

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Course Description

This course introduces you to key theoretical perspectives used by scholars to examine social aspects of health and aging. We will first examine what are known as classical theoretical approaches; conflict theory, structural functionalism, symbolic interactionism, and life course theory. During the remainder of the course we will explore a selection of critical approaches that include political economy, feminism, critical gerontology, and social constructionism. Through these various lenses we will examine how the processes of aging and health are experienced and shaped by individuals and impacted by society. Through reflection, discussion, and writing you will have the opportunity to consider the importance of theoretical approaches in shaping our knowledge, experiences, and interpretations of health and aging in society.

Course Objectives

Learning Outcomes- The learning outcomes of this course are consistent with [McMaster's Undergraduate Degree Level Expectations](#).

These connect to several of the undergraduate degree level expectations including developing a depth and breadth of knowledge and development of communication skills.

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

- Describe and explain key classical and critical theoretical approaches used in the study of social aspects of health and aging
- Identify the strengths and weaknesses of key classical and critical theoretical approaches used in the study of social aspects of health and aging
- Make connections between theory, social structures, knowledge, experiences, and perceptions regarding the social aspects of health and aging.
- Discuss how theories can be used to explore aspects of social inequality, identity, and intersectionality in the context of aging and health.
- Advance critical thinking, analysis, team work, research, writing, oral, and group discussion skills.

Required Materials and Texts

There is no assigned textbook for this course. A custom courseware pack is available for purchase through the [Campus e-Bookstore](#) which includes copies of all assigned book chapters. Any article readings are available publicly or through the McMaster University Library on-line catalogue. Article URLs are detailed in the courseware pack

and in the reading schedule in this course outline. It is your responsibility to download *all* assigned readings.

Campus e-Bookstore URL: <https://campusstore.mcmaster.ca/cgi-mcm/ws/txhome.pl?wsgm=coursematerial>

Class Format & Delivery

Virtual Class Scheduled Time

Regularly scheduled virtual classes will only be held on Monday and Thursday as you are required to attend weekly tutorials. Please note that you should not plan other activities during the Wednesday time slot as it may be necessary to schedule some additional classes during this time frame. You will be given advance-notice, in class and via an announcement on Avenue, regarding the scheduling of any Wednesday classes. For your individual tutorial sections and times consult Mosaic

There are 2 components to the format and delivery of the course:

Online Component

This is offered through the McMaster's online learning management system, Avenue-to-Learn (A2L). A2L is web-based and can be accessed from any internet connection. During the term, all course information including, weekly module power point slides, a weekly virtual lecture recording, required readings, videos, practice exercises, assignment guidelines and grading rubrics, and any other applicable course resources can be accessed through A2L. A2L is also used for tests, assignment submission, and feedback on assignments.

Virtual Component

Each week I, (Dr. LeBlanc), will be available through the videoconferencing platform known as Zoom. Everyone registered in the course can access the virtual classroom through a recurring link that will be provided on Avenue to Learn. Initially you will have to register for a Zoom account using your Mac ID and password. The link to do this is provided on the Content Page of Avenue.

Virtual lectures will take place each week on Monday from 10:30 am to 11:20 am. The Virtual lecture will provide you with an overview of the asynchronous expectations for the week and will highlight and explain specific content that you should pay particular attention to within the required weekly readings. The virtual lecture will be recorded and posted on Avenue following the classes to allow for student accessibility.

The virtual class on Thursday (from 10:30 am to 11:20 am) will involve a live interactive session where you will have the opportunity to discuss course content and work in groups to complete interactive group activities/ exercises based on the week's course material. For privacy reasons, these sessions will not be recorded.

You should be aware that when you access the electronic components of this course, private information such as first and last names, usernames 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.

Course Evaluation – Overview

1. Midterm Test - 25% Feb 22nd
2. Final Exam - 30% - Date TBA
3. Theory Application Assignment (30%)
 - Proposal (5%) Due March 13th
 - Final Paper (25%) Due April 10th
4. Tutorial Participation x 5 (5%)
 - Scheduled Tutorials X 4 (4%) Check Mosaic
 - TA Led In-class Workshop X1(1%) Feb 25th
5. Group Exercises (10%)

Course Evaluation – Details

Midterm Test (25%)

The midterm will be administered on-line via the Avenue to Learn 'Quizzes' portal on February 22, 2021. The questions will be based on material from the text, and any other posted class materials and is worth 25% of your final grade. The test will consist of multiple choice questions that will test your knowledge of the required readings and additional course material. To allow for equity and accessibility, the test will be available from 9:30 am to 11:30 am on the scheduled date but once you log on, you will have 50 minutes to complete it. Adjustments will be made for students registered with SAS who have additional time for writing tests as part of their accommodations and for students with RISO accommodations.

During the on-line test, you are not allowed to collaborate with your peers nor are you able to take screen shots, post photos, post questions online, access webpages for answers, or any similar behavior/activity etc., as doing so is a form of academic dishonesty. Read the McMaster University Academic Integrity Policy in advance of the test. Strategies are in place to prevent academic dishonesty when writing the on-line test. Although you have access to your course material during the test, please remember that to be successful, you must keep up with learning course content on a regular basis and study in advance of the test.

Final Exam (30%) Date TBA

At the end of the term, the final exam will be administered online via the Avenue to Learn 'Quizzes' portal. The test will consist of multiple choice questions that will test

your knowledge of the required readings and additional course material covered after the midterm recess.

During the on-line test, you are not allowed to collaborate with your peers nor are you able to take screen shots, post photos, post questions online, access webpages for answers, or any similar behavior/activity etc., as doing so is a form of academic dishonesty. Read the McMaster University Academic Integrity Policy in advance of the test. Strategies are in place to prevent academic dishonesty when writing the on-line test. Although you have access to your course material during the test, please remember that to be successful, you must keep up with learning course content on a regular basis and study in advance of the test. The date and time of the final exam will be determined by the registrar's office.

THEORY APPLICATION ASSIGNMENT: PAPER PROPOSAL (5%) & Final Paper (25%)

You will be required to write a theory application paper that demonstrates your ability to apply social theory and/or theoretical concept(s) to a focused topic related to aging, health, or aging & health. You will choose one critical theoretical framework studied in class and use a theory, concept or combination of concepts within the paradigm to analyze your focused topic of interest.

The **proposal** will be approximately 2 pages long and will clearly identify your specific topic of interest, the theory or concept(s) that you will be using, the literature that you will be consulting, and some of the major arguments that you will be developing in your paper. The assignment will be graded based on fulfilment of the assignment criteria and more importantly on the quality of the proposal content.

Your final **paper** should be approximately 8 pages long, not including the title and reference pages. Your arguments should be supported by a minimum of three assigned course readings and at least four additional scholarly articles published 2015 or later. Sources must be obtained from academic peer-reviewed social science journals and located through the McMaster library system. Follow the general instructions for writing assignments described below.

The quality of your references will be considered in the marking of your assignment. You will be penalized for using inappropriate references such as websites, papers posted on-line that are written by undergraduate or graduate students, unpublished conference papers or review articles. Further guidelines will be posted on Avenue to Learn and discussed in tutorial. The assignment will be graded based on fulfilment of the assignment criteria and more importantly on the quality of the paper content.

Assignments must be properly formatted using the APA Style Guide. Therefore, the assignment should have a title page, all pages should be numbered and have 2.54 cm (1 inch) margins on all four sides. All text should be double-spaced, using 12-point

Times New Roman Font. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. [See McMaster University Library](https://library.mcmaster.ca/research/citing) URL: <https://library.mcmaster.ca/research/citing>.

Grading for the assignment will depend on your assignment's content, accuracy, quality, structure, grammar, and writing style. **The assignment components must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later 11:59 pm on the dates that they are due**; emailed copies will not be accepted. More detailed instructions on the assignment and a grading rubric will be posted on Avenue and reviewed in Tutorial.

TUTORIAL PARTICIPATION (5%) – Tutorials Begin Week 3

- In this course there are 2 Teaching Assistants who will be available to support your academic needs in a variety of ways. The TA's will hold regular office hours, lead tutorial sessions, and provide instructions and guidance regarding assignments, course material, and preparing for tests. Your assignments will be graded by your TA and she will provide feedback to you on your progress in the course.
- During the term, you are required to attend 4 scheduled tutorials and 1 in class TA led workshop, scheduled during our Virtual class, Thursday, February, 25th. You will be assigned to a specific Teaching Assistant based on which tutorial section you are registered in. Students must enroll in a tutorial section on Mosaic. To keep the class size of the tutorials small, students will be divided into groups A or B for each time slot and at scheduled times during the term will attend tutorials on alternate weeks. The schedule for each of the tutorial groups will be posted on Avenue at the beginning of the term. You are responsible for knowing the times and dates for your tutorial group. Tutorials will begin Week 3.
- Make-up assignments will not be prepared for conflicting schedules or other forms of competing obligations. Barring approved accommodations, make up assignments will not be granted. Participation in the tutorials will be required to obtain your 5%.
- When directing course inquiries to your TA, **DO NOT USE AVENUE TO LEARN E-MAIL**, use your mcmaster email.

Group Exercises (10%)

Working in small groups, you will have the opportunity to respond to theory application activities/exercises each week during our interactive virtual class. The responses can be submitted to the Avenue drop box for credit at the end of class on Thursday. Your TA's will be providing feedback on the submitted exercises and they will be graded based on thoughtful completion rather than accuracy. Further details about the course exercises and enrolment in groups to work on the assigned work (i.e. through google docs or another form of document sharing of your choice) will be reviewed during the first class

and instructions posted on Avenue. Although it is in your best interest to attend the virtual classes, there is no participation grade attached to virtual class attendance.

To allow for accessibility, anyone unable to attend the virtual class due to timezone or internet connectivity issues will have the opportunity to contribute to a group response or submit an individual response to the exercise no later than Saturday at 11:59 pm. Online Zoom etiquette, and ways that you will be able to participate in the Zoom virtual classes are detailed in the module week 1 pp lecture slides and will be reviewed during the first week of classes.

Weekly Course Schedule and Required Readings

Week 1 January 11th, January 14th

Introduction to the Course

Readings:

- No required readings

Notes:

- No Tutorials

Week 2 January 18th, 21st

Theorizing in the Study of Aging and Health

Required Reading:

- Chappell et al. (2008) pp 55-63
- Mills C.W. (2005/1959) pp 2-7

Recommended Reading:

- Lemert C. (2004) pp 1-20

Notes:

- No Tutorials

Week 3 January 25th, 28th

Introduction to Classical Theoretical Perspectives in Social Gerontology & Health

Required Readings:

- Functionalist Paradigm/ Courseware Pack:
 - Lupton (2012) pp 3-5
- First and Second Generation Social Gerontology Theories: Disengagement, Activity, Continuity Theories/ Courseware Pack:
 - Chappell et al. (2008) pp 63-66
- Age Stratification Theory/ Courseware Pack
 - Chappell et al. (2008) pp 68-70

Recommended Reading: Active Aging/ On-line Article

- [Boudiny K. \(2013\)](#)

Notes:

- Tutorials (Group A) begin this week. Introductions

Week 4 February 1st, 4th

Symbolic Interactionism / Symbols Meaning and the Social Self

Required Readings: Courseware Pack

- Allan (2006) pp 5-25

On-line Article

- [Rozario, Philip A. and Daniel Derienzis. \(2009\)](#)

Recommended Reading:

- Allan (2006) pp 73-93 (Goffman, 'Performing the self')

Notes:

- Tutorials (Group B) begin this week. Introductions;

Week 5 February 8th, 11th

Second Generation Social Gerontology Theories/The Life Course Perspective

Required Reading: Course Ware Pack

- Chappell et al. (2008) pp 73-77
- [Hutchison Elizabeth D. \(2011\) pp 1-19](#)

Recommended Reading: On line article

- [Cloutier-Fisher et al. \(2011\)](#)

Notes:

- Tutorials Groups A and B
 - Review for Midterm Test

Week 6 Midterm Recess Monday February 15 to Sunday, February 21

No required readings

Week 7 Feb 22nd, 25th

***** Midterm Test February 22, 2020**

Readings:

- No Readings

Thursday February 25th

Second Generation Social Gerontology Theories/Life Course Perspective

Readings: On-line Articles

- [Hutchison Elizabeth D. \(2011\) pp 20-37](#)

Notes:

- Tutorial Groups A & B Feb 25th
 - In Virtual class: TA Led Workshop on Theory Application Proposal

Week 8 March 1st, 4th

Second Generation Social Gerontology Theories/ Political Economy Perspective

Required Reading: Courseware Pack

- Estes C.L. (2001) pp 1-22
- Chappell et al. (2008) pp 71-73
- Lupton (2012) pp 5-8

Notes:

- Tutorials (Group A) (Review of Theoretical Application Paper Instructions)

Week 9 March 8th, 11th

Third Generation Social Gerontology Perspectives/ Feminism and Political Economy

Required Reading: Course Ware Pack

- Chappell et al (2008) pp 77-79
- Grant Karen R. (2012) pp 265-283

Recommended Reading: On-Line Article

- [Grigorovich, Alisa \(2013\)](#)

Notes:

- Tutorials (Group B) (Review of Theoretical Application Paper Instructions)
- Theory Application Proposal DUE Saturday March 13, 2021 at 11:59 pm.

Week 10 March 15th, 18th

Third Generation Social Gerontology Perspectives/Feminism and Intersectionality

Readings: On-Line Articles:

- Hooyman, N. R. (2018). A personal, professional, and political journey as a feminist gerontologist. *Generations*, 41(4), 57-63.
- Berdai Chaouni, S., Claeys, A., van den Broeke, J., & De Donder, L. (2021). Doing research on the intersection of ethnicity and old age: Key insights from decolonial frameworks. *Journal of Aging Studies*, 56, 100909. <https://doi.org/https://doi.org/10.1016/j.jaging.2020.100909>

*** PDF copies of these articles are available in the Week 10 Module

Notes:

- No Tutorials

Week 11 March 22nd, 25th

Third Generation Social Gerontology Perspectives/Critical Gerontology

Required Reading: Courseware Pack

- Chappell et al (2008) pp 79-81

Required Reading: On-line Articles

- [Katz, S., & Calasanti, T. \(2015\)](#)

Notes:

- No Tutorials

Week 12 March 29th, April 1st

Flex week -Independent work on Theory Application Papers

Notes:

- No classes this week
- No Tutorials

Week 13 April 5th, 8th

Social Constructionism

Required Reading: Courseware Pack

- Lupton (2012) pp 8-11 and pp 14-16

Required Reading: On-line Articles

- [Marshall, B. L. \(2011\)](#)

Notes:

- Tutorial Groups A & B (Review for Final Exam)
- Theory Application Paper Due Saturday, April 10, 2021 at 11:59 pm

Week 14 April 12th

Class Wrap Up

Course Policies

Assignments

Detailed instructions and grading rubrics for assignments will be posted on Avenue to Learn. Unless otherwise specified, all writing assignments for the course should have a title page, all pages should be numbered and have 1-inch margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly formatted using either the APA 6th or 7th edition Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. URL : <https://libguides.mcmaster.ca/APA>.

Writing assignments will be submitted into the Avenue Assignment drop box. You can access all assignment submission folders by clicking on 'Assessments' on either the Course Announcement or Content Page of Avenue. Under 'Assessments' click on "Assignments". You will also find a direct link to each specific assignment drop box in the weekly module that the assignment is due.

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

Assignments will be marked down 10% if turned in late on the day it is due, and an additional 10 percentage points for each day it is late after that; this includes weekend days and holidays. Without formal accommodations, no assignments will be accepted 1 week after the due date.

Review of Marks

We will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, I (Dr. LeBlanc) will be happy to review the mark of any assignment, if the procedure outlined below is followed. Please note that when a mark is reviewed, the new mark may be lower than the original.

To request a review of a mark, write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo via email to me. You may submit requests for review no sooner than 48 hours, and no later than 1 week after the assignment feedback is distributed via the Avenue drop box.

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.

Email

Send all emails to my McMaster email account: leblanyl@mcmaster.ca. Please consider email equivalent to any other form of written communication. Students who write to their instructors are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as “Dear Dr. LeBlanc,” and a closing that includes your full name, such as “Sincerely, John Smith.” Email failing to meet these standards may be returned unanswered. Emails that require a very short reply will be answered within 2 business days (I will generally not respond to emails over the weekend). Emails requiring a more detailed response will be answered during virtual office hours or by phone.

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.