

HLTH AGE 2BB3–PERSPECTIVES IN HEALTH, AGING AND SOCIETY

Winter 2022 January 10th to April 12th

Instructor: Dr. Yvonne LeBlanc
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Lecture: PGCLL M21, Mon & Wed 2:30 – 3:20 pm (Friday 4:30- 5:20 pm – not regularly scheduled)

Office: KTH 231
Office Hours: Wednesday 3:30 – 4:30 pm or by appointment

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Course Description

This course introduces you to a number of 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](http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf).

URL:<http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>.

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 skills in critical thinking, analysis, team work, research, writing, oral presentation, and group discussion

Required Materials and Texts

There is no assigned textbook for this course. Required readings will be available through the McMaster library-e reserves (go to the Content Page of Avenue and click on the 'Required Readings' Module to access the e-reserves).

Class Format

Classes are scheduled on Monday and Wednesday 2:30 pm – 3:20 pm and Friday 4:30 pm to 5:20 pm. **Regularly scheduled classes will only be held on Monday and Wednesday** as you are required to attend weekly tutorials. Please note that you should

not plan other activities during the Friday time slot as it may be necessary to schedule some additional classes during this time frame. If this is necessary you will be given advance-notice, in class, via email and through via an announcement on Avenue, regarding the scheduling of any Friday classes. For your individual tutorial section locations and times consult Mosaic.

Course Evaluation – Overview

1. Midterm Test 25%, February 14th
2. Theory Application Paper- Proposal – 5%, due March 12th
3. Tutorial Participation- 10%, on-going
4. In-class Participation- 10%
5. Theory Application Paper- 20%, due April 9th
6. Final Exam - 30% Scheduled by the Registrar

Course Evaluation – Details

Midterm Test (25%) Feb 14th

The Midterm Test will be based on all course material covered in lectures and weekly readings prior to the midterm recess and will consist of 40 multiple-choice questions. You will have 50 minutes to complete the test. Further details will be reviewed in class and posted on Avenue.

Final Exam- scheduled by the registrar (30%)

The final exam will be based on the material covered in lectures and weekly readings and it will consist of 80 multiple choice questions. You will have 2 hours to complete it. Further details about the exam will be reviewed in class and posted on Avenue.

Theory Application Paper- Proposal (5%) due March 12th 11:59 pm

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 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.

Theory Application Paper (20%) due April 9th 11:59 pm

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. Include the article DOI and McMaster URL in the reference page.

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.

Unless otherwise indicated, all writing assignments must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 2:30 pm on the scheduled due date; hardcopies or emailed copies will not be accepted. All assignments 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 the [APA Style Guide](#). Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. See: <https://libguides.mcmaster.ca/APA>

Tutorial Participation (10%) 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 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 he/she will provide feedback to you on your progress in the course.
- You must regularly attend a weekly tutorial session. If you are unable to attend the tutorial section in which you are registered, you can request to be moved to another tutorial session. However, it may not be possible to grant all of these requests due to tutorial enrolment, room size, and fire code regulations. Please note that it is mandatory to attend all scheduled tutorial sessions; make-up assignments will not be prepared for conflicting schedules or other forms of competing obligations (i.e. work schedules). For each tutorial you miss, you will lose 1%. Teaching Assistants are not responsible for informing individual students about material that was discussed during missed tutorial sessions.
- Full attendance and full participation will be required to obtain your 10%. At each tutorial your TA will take attendance. You will earn 5% for attendance and 5% for full participation. There are a variety of ways to earn participation grades, including bringing insights and questions for discussion based on your assignments, sharing of media clips that illustrate theories/concepts, and taking part in tutorial exercises. Ways to earn participation marks will be reviewed by your TA during the first tutorial.

- Teaching Assistants reserve the right to downgrade your tutorial participation mark (a maximum of 5 points) for negative class tutorial participation - an attitude that is disrespectful towards the course, Professor, or Teaching Assistant. Activities considered negative class participation include: irregular class attendance, talking to classmates about material that is not related to the course, inappropriate use of computers or electronic devices (e.g., face-booking, twittering, texting, surfing the internet, playing games), sleeping, listening to ipods or mp3 players, coming to class late or leaving early, etcetera. Laptops should only be used to take notes; evidence of inappropriate computer usage or other behavior may result in a Teaching Assistant asking you to leave tutorial.
- TA contact information will be posted on the Content Page of Avenue. **DO NOT USE AVENUE TO LEARN E-MAIL** to contact TA's; use the McMaster email.

In Class Group Participation (10%)

Participation grades will be based on contribution to in-class discussions and activities, in class attentiveness, and thoughtful completion and sharing of in-class assignments.

- Class discussion based on weekly readings will be a routine component of the course. Full attendance (attending the entire class) and active participation is required. It is therefore important that you complete the required readings prior to class, attend all classes, be attentive, and participate enthusiastically in discussion.
- Each week you will be provided with the opportunity to reflect individually on course material through short written responses and to participate in collaborative learning with your peers. You will be expected to reflect and engage in discussion about the course readings and provide written responses to questions posed by the instructor. The purpose of peer group work is to provide you with an opportunity to increase your understanding of theoretical concepts and arguments, enhance your ability to apply theory to social issues and problems, and share your insights with the class.
- **Submit written responses to the appropriate Avenue drop box during class time on the scheduled due date.** Submissions will not be assessed for accuracy but for completeness. Completed assignments will result in the accumulation of participation credits. Teaching assistants will grade the responses and provide general feedback in tutorial.
- Unless you have a formally approved request (for example SAS, RISO or MSAF) there is no accommodation for missed in-class participation.
- Detailed instructions and a grading rubric for the in-class assignments will be reviewed in class and posted on Avenue.

Weekly Course Schedule and Required Readings

Week 1 January 10th, 12th

Topic- Introduction to the Course

Readings:

- Course Outline

Notes:

- No Tutorials

Week 2 January 17th , 19th

Topic: Theorizing in the Study of Aging and Health

Required Readings:

- Chappell et al. (2008) pp 55-63
- Mills C.W. (2005/1959) pp 2-7
- Lemert C. (2004) pp 1-20

Notes:

- No Tutorials

Week 3 (January 24th, 26th)

Topic: Introduction to Classical Theoretical Perspectives in Social Gerontology & Health

Required Readings:

- Functionalist Paradigm
 - Lupton (2012) pp 3-5
- First and Second-Generation Social Gerontology Theories: Disengagement, Activity, Continuity Theories
 - Chappell et al. (2008) pp 63-66
- Age Stratification Theory
 - Chappell et al. (2008) pp 68-70
- On-line Article: Active Aging- [Boudiny K. \(2013\)](#)

Notes:

- Tutorials Begin

Week 4 (January 31st, February 2nd)

Topic: Symbolic Interactionism / Symbols Meaning and the Social Self

Required Readings:

- Allan K (2006) pp 5-25

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

Week 5 (February 7th, 9th)

Topic: Second Generation Social Gerontology Theories/The Life Course Perspective

Required Readings:

Chappell et al. (2008) pp 73-77

On-line Articles:

- [Hutchison Elizabeth D. \(2011\) pp 1-19](#)
- [Cloutier-Fisher et al. \(2011\)](#)

Notes:

- Tutorials: Midterm Review

Week 6 (February 14th, 16th)

February 14th Midterm Test

February 16th: Topic Second Generation Social Gerontology Theories/Life Course Perspective

Required Readings: On-line Articles

- [Hutchison Elizabeth D. \(2011\) pp 20-37](#)
- [Montes de Oco et al. \(2006\)](#)

Notes:

No Tutorials

Week 7 Midterm Recess February 21st to February 27th

No Required Readings:

Week 8 (February 28th, March 2nd)

Topic: Second Generation Social Gerontology Theories/ Political Economy Perspective

Required Readings:

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

Notes:

- Tutorials: Theory Application Proposal Workshop

Week 9 (March 7th, 9th)

Topic: Third Generation Social Gerontology Perspectives/ Feminism and Political Economy

Readings:

- Chappell et al (2008) pp 77-79
- Grant Karen R. (2012) pp 265-283
- On-Line Article: [Grigorovich, Alisa \(2013\)](#)

Notes:

- Theory Application Proposal DUE March 12th at 11:59 pm

Week 10 (March 14th,16th)

Topic: Third Generation Social Gerontology Perspectives/Feminism and Intersectionality

Required Readings: On-Line Articles:

- [Krekula, C. \(2007\)](#)
- [Calasanti, T. \(2004\)](#)

Notes:

- Tutorials: Review of Theoretical Application Paper Instructions

Week 11 (March 21st, 23rd)

Topic: Third Generation Social Gerontology Perspectives/Critical Gerontology

Required Readings:

- Chappell et al (2008) pp 79-81

On-line Articles:

- [Katz, S., & Calasanti, T. \(2015\)](#)
- [Oldman, C. \(2003\)](#)

Week 12 (March 28th, 30th)

Topic: Social Constructionism

Required Readings:

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

On-line Articles

- [Paulson, S. \(2005\)](#)
- [Marshall, B. L. \(2011\)](#)

Week 13 (April 4th, 6th)

Topic: Social Constructionism

Readings: On-line articles:

- [Chapman S.A. 2005](#)
- [Hooker Claire and S. Harris Ali. \(2009\)](#)

Notes:

- Tutorial: Review for final exam
- Theory Application Paper due April 9th at 11:50 pm

Week 14 (April 11th)

Topic: Course Wrap Up

No Required Readings:

Course Policies

Submission of Assignments

Unless otherwise indicated, all writing assignments must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 11:59 pm on the scheduled due date; hardcopies or emailed copies will not be accepted. All assignments 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 the [APA Style Guide](#).

Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. See:

<https://libguides.mcmaster.ca/APA>

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-

MARK	GRADE
0-49	F

Late Assignments

Assignments will be marked down 5% if turned in late on the day it is due, and an additional 5 percentage points for each day it is late after that; this includes weekend days and holidays. Without formal accommodations, late penalties will apply and no assignments will be accepted 1 week after the due date. This means that accommodation for missed work requires MSAF, SAS OR RIS approval (see pp. 13 for details on these forms of accommodation). It is not possible to grant accommodations for missed work due to individual work schedules, vacation/trips, or time management issues.

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.

Release of Grades

Assignment grades will NOT be given out over the phone or by email. Final exam grades will not be released by the instructor. Final course grades will be released through the Registrar's Office.

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.

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](#), 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.