

HLTH /AGE 2BB3: PERSPECTIVES ON HEALTH STUDIES AND GERONTOLOGY
Fall 2017
(September 5th –December 6th)

Instructor:

Dr. Yvonne LeBlanc
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Office Hours:

Monday 2:00 -3:00 pm or By Appointment
Classes: Tuesday & Wednesday 3:30 pm– 4:20 pm
Location: LRW 1055
(905) 525-9140, Ext. 27227

*** Send all emails to my McMaster email account: leblanyl@mcmaster.ca.

DO NOT USE AVENUE TO LEARN E-MAIL

There is no assigned textbook for this course. A custom courseware pack is available for purchase at the University Bookstore, which includes copies of all assigned book chapters. Article readings are available publically or through the McMaster University Library on-line catalogue. Article URLs are detailed in the courseware pack and in the reading schedule of this course outline. It is your responsibility to download *all* assigned readings.

COURSE DESCRIPTION

This course introduces students 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 by individuals and shaped 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:

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 READING

There is no assigned textbook for this course. Two **custom course packs** are available for purchase at the University Bookstore, which includes copies of all assigned book chapters and journal articles. The first course pack contains assigned readings that are in the form of book chapters and is *mandatory* to purchase. The second course pack contains assigned readings that are in the form of peer-reviewed journal articles and

is *optional* to purchase because all of the included readings are available on-line through the McMaster University Library on-line catalogue. If you do not purchase this course pack, **you can access assigned readings using the permanent links posted on pages 11&12 of this course outline.** It is your responsibility to download *all* assigned readings. Reading materials are provided in these two ways to reduce the cost of your custom courseware.

CLASS FORMAT

The classes will involve interactive lectures, discussions, in-class exercises, and assigned group tutorials. Lectures will be designed to reinforce and augment course readings but will not fully cover all content presented in the required readings. Power-point slides outlining the lecture for the week will be posted on Avenue to Learn immediately prior to Tuesday's lecture. The power-point slides are intended to facilitate note-taking during class and do not provide a complete summary of the material covered in lecture. Required reading should be completed prior to class and students should be prepared to be actively engaged in class. To achieve maximum success in this course, attend lectures, complete all required reading, and actively participate in individual and group learning opportunities.

COURSE EVALUATION

COMPLETION OF ALL ASSIGNMENTS AND EXAMS ARE MANDATORY TO PASS THE COURSE

Evaluation:	Weight	Date Due
Midterm Exam	25%	Oct 17 th
Integrative Assignment Proposal	5%	Nov 1 st
Integrative Assignment	20%	Dec 6 th
Tutorial Participation	10%	Assessed weekly
In-Class Group Participation	10%	Assessed weekly
Final Exam	30%	Scheduled by Registrar

ASSIGNMENTS

Detailed instructions and a grading rubric for the writing assignments will be reviewed in class and posted on Avenue. **Unless otherwise specified, each writing assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 10:30 am on the date due; 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 cited 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: <http://library.mcmaster.ca/guides/apa-style-guide> There will be a 10% penalty each day (including weekends and holidays) that assignments are late. Failure to adhere to these guidelines will be reflected in the mark for the assignment. Instructions on the assignments will be reviewed in class. No assignments will be accepted 1 week after the due date.

INTEGRATIVE PAPER (20%) & PROPOSAL (5%)

You will be required to write an integrative paper that demonstrates your ability to use theory to explore a social issue on a topic related to aging, health, or aging/health. You will choose one or two theoretical frameworks studied in class and use theory to analyze a topic of interest. The *proposal* will be 2 pages long and will clearly identify your topic of interest, the theory or theories 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.

Your final **integrative paper** should be 6-8 pages long not including the title page. Your paper should reference course material (minimum of two assigned readings) and at least four articles published in academic peer-reviewed journals that you find through independent research. 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, or unpublished conference papers. Further guidelines will be posted on Avenue to Learn and discussed in tutorial.

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 all students complete scheduled readings prior to class, attend all classes, be attentive in lecture and participate enthusiastically in discussion.
- Each week you will be provided with the opportunity to participate in collaborative learning with your peers. Working in groups of 4-5, students will be expected to engage in discussion about the course readings and provide written responses to questions/exercises posed by the instructor. The purpose of the 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.
- In a 'word document' provide a (300-500 words) double-spaced written response to the assigned question/exercise. Provide a title page that has the name of each group member who participated in the activity, the name of the activity and the date. Write the response in an essay style; that is, using proper grammar, paragraph, and sentence structure. **Submit your in-class group response to the Avenue drop box no later than 11:59 pm on the date that it is due.** Submissions will not be assessed for accuracy but for completeness. Completed assignments will result in the accumulation of group participation credits. Teaching assistants will grade the responses and provide general feedback in tutorial.
- Procedures for peer evaluation of the group work will be discussed in class and details posted on Avenue. **There is no accommodation for missed in-class participation.**

TUTORIAL PARTICIPATION (10%)

- In this course there are 2 Teaching Assistants who will be available to support the academic needs of students in a variety of ways. The TAs will hold office hours, lead tutorial sessions, and provide instructions and guidance regarding assignments, course material, and preparing for exams. Your assignments will be graded by your TA and he/she will provide feedback to you on your progress in the course.
- Each student 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. 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. Students 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, tweeting, 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.
- Please direct your course inquiry to the appropriate TA. TA contact information will be posted on Avenue.

MIDTERM EXAM (25%)

The in-class midterm will be based on all course material covered in lectures and weekly readings. The exam will consist of 40 multiple-choice questions and is scheduled to take place on October 17th. You will have 50 minutes to write the exam.

FINAL EXAM (30% Scheduled by the Registrar)

The final exam will be based on the material covered in lectures and weekly readings. It will consist of 50 multiple choice questions.

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

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 <http://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.

ABSENCES, MISSED WORK, ILLNESS

All reasons for illness, injury and family emergency must be addressed through the office of the Associate Dean of Social Sciences who will notify the Professor of your absence. The policy contains the following requirements:

1. If you are seeking relief for missed academic work because of an absence lasting up to 3 days in duration, you must use the McMaster Student Absence Form.
2. You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your Instructor immediately (NORMALLY WITHIN TWO WORKING DAYS) regarding the nature of the accommodation
3. If you are absent for reasons other than medical reasons, for more than 3 days, or exceed 1 request per term you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation. This form should be filled out immediately when you are about to return to class after your absence. Additional requests for relief of academic missed work must be reported to your Faculty's Associate Dean's Office (Be prepared to submit appropriate documentation. Relief for missed academic work is not guaranteed).
MSAF is now available in MOSAIC Student Center (in the drop down menu under Academics)
4. You should expect to have academic commitments Monday through Saturday but not on Sunday or statutory holidays. If you require an accommodation to meet a religious obligation or to celebrate an important religious holiday, you may use the McMaster Student Absence Form or contact your Faculty's Associate Dean's Office.
5. In deciding whether or not to grant relief for missed work, factors such as the following may be taken into account: the timing in relation to the due date of the missed work and the degree of the student's incapacitation.
6. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.
7. It is the prerogative of the Professor of the course to determine the appropriate relief for missed term

COURSE POLICIES

Late Assignments- without approved excuses, you must make arrangements directly with me to hand in the assignment. 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. If an assignment is due at the start of a class, it will be considered one day late any time after the end of class that day.

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

4 working days (I will generally not respond to emails over the weekend). Email questions requiring a more detailed response will only be answered - in person - during office hours or by appointment.

Use of Mobile Devices

Mobile devices, specifically laptops and tablets, may be used in this course for educational purposes only (i.e., learning directed related to the course). At times I may direct you to use your mobile device to complete an activity or task, other times I may ask you to close your laptop or turn off your tablet to focus your attention on other course related tasks. Off-task use (e.g., Facebook, texting, other) will result in your device being confiscated for the class and/or being asked to leave the classroom for all or part of the class.

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 their McMaster email and course websites weekly during the term and to note any changes.

OTHER IMPORTANT COURSE INFORMATION

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.

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, the instructor will be happy to review the mark of any assignment or exam, if the procedure outlined below is followed. *Please note that when a mark is reviewed, the new mark may be lower than the original.*

If you would like additional feed-back or clarification about your assignment grades I strongly encourage you to meet with me. If you remain unsatisfied with your mark and wish to have your grade reviewed by the instructor, you must write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo (in person, not e-mail), with the original marked assignment, to the instructor. You may submit requests for review no sooner than 48 hours, and no later than 2 weeks after the assignments/exams are handed back to the class.

Turnitin: 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 so that it can be checked for academic dishonesty. Assignments for this course should be uploaded in the appropriate digital drop-box on Avenue to Learn prior to the assignment deadline. When you upload your assignment to the digital drop-box on Avenue to Learn your assignment will be automatically forwarded to Turnitin.com to be checked for academic dishonesty. To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity Students who do not wish to submit their work to Turnitin.com must still submit a hard copy of the assignment to the instructor. No penalty will be assigned to a student who does not submit their work to Turnitin.com.

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>

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

Accommodations:

I am committed to making appropriate accommodations for students' observance of religious holidays. Please contact me as early in the term as possible to make individual arrangements.

I am also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through Student Accessibility Services (SAS). Please drop by my office at the beginning of the term to make individual arrangements and to complete the necessary paperwork. All such arrangements will remain confidential.

Student Accessibility Services: For information about academic support services, contact SAS at MUSC B107 (ext. 28652) or <http://sas.mcmaster.ca>.

Support Services and Accommodations

The Student Accessibility Services (SAS) office (*formerly, the Centre for Student Development) offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities. Personal/group counseling is offered at the Student Wellness Centre (SWC). If you believe these services may be helpful to you, contact:

***Student Accessibility Services (SAS)**

Phone

(905) 525 9140 x 28652

Teletypewriter (TTY)

(905) 528-4307

Email

sas@mcmaster.ca

Website

<http://sas.mcmaster.ca/>

Location

MUSC B107

Student Wellness Centre (SWC)

Medical and Counseling Services

(905)-525-9140 x 27700

Wellness Education

(905) 525-9140 x 23312

Email

wellness@mcmaster.ca

Website

<http://swc.mcmaster.ca/>

Location

MUSC B101, 107, and 106

**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.

THE USE OF AVENUE TO LEARN IN THIS COURSE:

In this course we will be using Avenue to Learn. Course information will be posted here throughout the term. Please check this site often to keep informed of assignment instructions, links to course resources, important announcements, and interim grades. It is the responsible of all students to be aware of all information posted on 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.

Step 1: Make sure you are in the Avenue to Learn system. If you officially registered for the course, you were automatically enrolled in the Avenue to Learn system. Go directly to step 2. Students who registered late for this course need to be added to the Avenue to Learn database before they can perform the next step. The best way to do this is to make sure that you are officially registered for this course.

Step 2: Logon to Avenue to learn. Go to <http://Avenue.mcmaster.ca/>

All the information you need for logging on to the site, for configuring your web browser, and for adding this course to your account are available here.

Step 3: Support

If you are interested in viewing the support for Avenue to Learn, including quick help guides and other resources please visit <http://avenue.mcmaster.ca/help/>

Weekly Course Schedule and Required Readings
COMPLETE ALL READINGS PRIOR to CLASS on TUESDAYS

Week	Date	Topic	Course Pack Readings	Articles –on line See Links Below	Tutorials
Week 1	Tuesday Sept 5th Wednesday Sept 6th	Course Introduction and Overview Group Participation Exercise	No Required Readings	No Required Readings	No Tutorials
Introduction to Social Perspectives in Aging and Health					
Week 2	Tuesday Sept 12th Wednesday Sept 13th	Theorizing in the Study of Aging and Health	Chappell et al. (2008) pp 55-63 Mills C.W.(2005/1959) pp 2-7 Lemert C. (2004) pp 1-20)		
Social Perspectives In Social Gerontology and Health					
Week 3	Tuesday Sept 19th Wednesday Sept 20th	Functionalist Paradigm First and Second Generation Social Gerontology Theories: Disengagement, Activity, Continuity Theories Age Stratification Theory	Lupton (2012) pp 3-5 Chappell et al. (2008) pp 63-66 Chappell et al. (2008) pp 68-70	Boudiny K. (2013)	
Week 4	Tuesday Sept 26rd Wednesday Sept 27th	Symbolic Interactionism Symbols Meaning and the Social Self	Allan K (2006) pp 5-25	Rozario, Philip A. and Daniel Derienzis. (2009)	Review Proposal Instructions
Week 5	Tues Oct 3rd Wednesday Oct 4th	Second Generation Social Gerontology Theories continued.... The Life Course Perspective	Chappell et al. (2008) pp 73-77	Hutchison Elizabeth D. (2011) pp 1-19 Cloutier-Fisher et al. (2011)	Exam Review
Week 6	Tuesday Oct 6th Wednesday Oct 7th	MIDTERM RECESS NO CLASSES			
Week 7	Tuesday Oct 17 th Wednesday Oct 18 th	MIDTERM EXAM			
		Second Generation Social Gerontology Theories continued.... The Life Course Perspective		Hutchison Elizabeth D. (2011) pp 20-37 Montes de Oco et al. (2006)	

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Week 8	Tuesday Oct 24th Wednesday Oct 25th	*** In class Group Exercise on Life Course Perspective Second Generation Social Gerontology Theories continued.... Critical Perspectives in Aging and Health: Political Economy Perspective	Estes C.L. (2001) pp 1-22		Integrative Proposal Assignment workshop
Week 9	Tuesday Oct 31st Wednesday Nov 1st	Second Generation Social Gerontology Theories continued.... Political Economy Perspective Integrative Proposal DUE Nov 1st	Chappell et al. (2008) pp 71-73 Lupton (2012) pp 5-8	Hooker Claire and S. Harris Ali. (2009)	
Week 10	Tuesday Nov 7th Wednesday Nov 8th	Third Generation Social Gerontology Perspectives: Feminism and Political Economy	Chappell et al (2008) pp 77-79 Grant Karen R. (2012) pp 265-283	Grigorovich, Alisa (2013)	Review Integrative Paper Instructions
Week 11	Tuesday Nov 14th Wednesday Nov 15th	Third Generation Social Gerontology Perspectives: Feminism and Intersectionality		Krekula, C. (2007) Calasanti, T. (2004).	
Week 12	Tuesday Nov 21st Wednesday Nov 22nd	Third Generation Social Gerontology Perspectives: Critical Gerontology	Chappell et al (2008) pp 79-81	Katz, S., & Calasanti, T. (2015). Oldman, C. (2003).	
Week 13	Tuesday Nov 28th Wednesday Nov 29th	Social Constructionism	Lupton (2012) pp 8-11 and pp 14-16	Paulson, S. (2005) Marshall, B. L. (2011)	
Week 14	Tuesday Dec.5th Wednesday Dec 6th	Social Constructionism Course Wrap Up Integrative Assignment Due Dec 6th		Chapman S.A. 2005	

McMaster University
Department of Health Aging and Society
Required Reading Journal Articles/ Book Chapters
Available on line through McMaster Library System

Week 3

Boudiny K. 2013. 'Active ageing': From empty rhetoric to effective policy tool. *Ageing and Society*. 33(6), 1077-1098.
doi:<http://dx.doi.org/10.1017/S0144686X1200030X>
<http://search.proquest.com.libaccess.lib.mcmaster.ca/docview/1406814086/fulltextPDF/235EF2B5EF8B4F2APQ/1?accountid=12347>

Week 4

Rozario, Philip A. and Daniel Derienzis. 2009. So Forget how Old I Am!' Examining Age Identities in the Face of Chronic Conditions. *Sociology of Health & Illness* 31 (4): 540-553. doi:10.1111/j.1467-9566.2008.01149.x.
http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/01419889/v31i0004/540_fhoiaeitfocc.xml

Week 5

Hutchison Elizabeth D. 2011. "The Life Course Perspective." In Hutchison Elizabeth D. *Dimensions of Human Behavior: The Changing Life Course*. (1-19). Thousand Oaks California: Sage Publications.
http://www.sagepub.com/sites/default/files/upm-binaries/36521_CLC_Chapter1.pdf

Cloutier-Fisher, Denise, Karen Kobayashi, and André Smith. 2011. "The Subjective Dimension of Social Isolation: A Qualitative Investigation of Older Adults' Experiences in Small Social Support Networks." *Journal of Aging Studies*. 25 (4): 407-414. doi:10.1016/j.jaging.2011.03.012.
http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/08904065/v25i0004/407_tsdosieissn.xml

Week 7

Hutchison Elizabeth D. 2011. "The Life Course Perspective." In Hutchison Elizabeth D. *Dimensions of Human Behavior: The Changing Life Course*. (20-37). Thousand Oaks California: Sage Publications.
http://www.sagepub.com/sites/default/files/upm-binaries/36521_CLC_Chapter1.pdf

Montes de Oco et al. (2006) The Linkage of Life Course, Migration, Health and Aging: health in adults and elderly Mexican migrants. *Journal of Aging and Health*. 23(7) 1116-1140.
http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/08982643/v23i0007/1116_tlolcmiaaemm.xml

Week 9

Hooker Claire and S. Harris Ali. 2009. SARS and Security: Health in the "New Normal". *Studies in Political Economy*. 84:-101- 126.
http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/07078552/v84inone/nfp_sashitn.xml

Week 10

Grigorovich, Alisa. 2013. Long-Term Care for Older Lesbian and Bisexual Women: An Analysis of Current Research and Policy. *Social Work in Public Health*. 28 (6): 596-606. doi:10.1080/19371918.2011.593468.
http://resolver.scholarsportal.info/resolve/19371918/v28i0006/596_lcfolaocrap

Week 11

Krekula, C. (2007). The intersection of age and gender. *Current Sociology*, 55(2), 155-171. doi:10.1177/0011392107073299
http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/00113921/v55i0002/155_tioaag.xml

Calasanti, T. (2004). Feminist gerontology and old men. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*. 59(6), S305-S314. doi:10.1093/geronb/59.6.S305
http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/10795014/v59i0006/s305_fgaom.xml

Week 12

Katz, S., & Calasanti, T. (2015). Critical perspectives on successful aging: Does it “Appeal more than it illuminates”? *The Gerontologist*. 55(1), 26-33. doi:10.1093/geront/gnu027
http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/00169013/v55i0001/26_cposadimtii.xml

Oldman, C. (2003). Deceiving, theorizing and self-justification: A critique of independent living. *Critical Social Policy*. 23(1), 44-62. doi:10.1177/026101830302300103
http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/02610183/v23i0001/44_dtasacoil.xml

Week 13

Paulson, S. 2005. How various 'cultures of fitness' shape subjective experiences of growing older. *Ageing and Society*. 25: 229-244.
<http://libaccess.mcmaster.ca/login?url=http://search.proquest.com/docview/195636817?accountid=12347>

Marshall, B. L. 2011. The graying of “sexual health”: A critical research agenda. *Canadian Review of Sociology*. 48(4): 390–413.
http://journals1.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/17556171/v48i0004/390_tgohacra.xml

Week 14

Chapman, Sherry Ann. 2005. “Theorizing about Aging Well: Constructing a Narrative.” *Canadian Journal on Aging / La Revue canadienne du vieillissement*. 24(1):9–18.
<https://doi-org.libaccess.lib.mcmaster.ca/10.1353/cja.2005.0004>