

HLTH AGE 4C03: REPRESENTATIONS OF HEALTH AND ILLNESS ACROSS THE LIFE COURSE Fall 2018

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Lecture: Tuesday 7:00 – 10:00 LRW
1056

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Course Objectives

This course uses an inquiry-based approach to engage students in critical debates regarding the portrayal of people across the life span with a particular attention to the condition of later life and forms of aging. Students will engage in conceptual knowledge on myth making in contemporary late modern societies, looking critically at the intersection between meaning and power. A specific focus will be on the use of narrative and visual images in research on representations. Over the term, students will explore a series of different themes on the misrepresentation of older adults including their health and illness. In partnership with the “Seniors in Canada” in groups students will construct their own portrayal of an older adult in Hamilton in conjunction with the Royal Botanical Gardens. This activity will be incorporated into the “Seniors in Canada” project.

Required Materials and Texts

There is no text in this course. The schedule below lists the readings for each week. All are available through the McMaster library system.

Class Format

Each class will feature a combination of lecture, group work and discussion. In each class, there is an expectation that students will contribute to learning. The nature of this contribution will vary as the course unfolds.

Course Evaluation

Please submit all written assignments double-spaced with one-inch borders in 12-pitch font. Please include a list of references and a title page that includes your name, ID number and date. Please use APA style or another standardized style found in a scholarly journal.

Written Assignments

Students will write two critical analysis papers. The first (worth 35%; due October 23; five to eight pages) discusses key concepts and methods used in research on understanding the representation of aging. In the second (worth 40%; due early December; ten to twenty pages) students working in groups will draw on the course material to develop their own portrayal of an older adult in text of their life course. More guidance will be available in class.

Weekly Presentations (25%)

In each class, there are mandatory informal presentations and group work. The presentations will be marked pass or fail. For inadequate or missed presentations, students can submit a two page written summary. A mark in the A range will be given once students have provided an adequate presentation or summary for each week.

Weekly Course Schedule and Required Readings

Week 1 (Sept 4)

Overview

No Readings

Week 2 (Sept 11)

Ageism and Aging

Readings:

- Jönson, H. (2012). We will be different! Ageism and the temporal construction of old age. *The Gerontologist*, 53(2), 198-204.
- Levy, B. R. (2017). Age-stereotype paradox: opportunity for social change. *The Gerontologist*, 57(suppl_2), S118-S126.
- Carney, G. M., & Gray, M. (2015). Unmasking the 'elderly mystique': Why it is time to make the personal political in ageing research. *Journal of aging studies*, 35, 123-134.

Week 3 (Sept 18)

Myths and Meaning

Readings:

- Krekula, C. (2010). Age coding: On age-based practices of distinction. *International Journal of Ageing and Later Life*, 4(2), 7-31.
- Richards, N., Warren, L., & Gott, M. (2012). The challenge of creating 'alternative' images of ageing: Lessons from a project with older women. *Journal of Aging Studies*, 26(1), 65-78.

Week 4 (Sept 25)

Photo Voice and Narrative

Readings:

- Baker, T. A., & Wang, C. C. (2006). Photovoice: Use of a participatory action research method to explore the chronic pain experience in older adults. *Qualitative health research*, 16(10), 1405-1413.
- Novek, S., Morris-Oswald, T., & Menec, V. (2012). Using photovoice with older adults: some methodological strengths and issues. *Ageing & Society*, 32(3), 451-470.

Week 5 (Oct 2)

Intergenerational

Readings:

- Robinson, T., Callister, M., Magoffin, D., & Moore, J. (2007). The portrayal of older characters in Disney animated films. *Journal of aging studies*, 21(3), 203-213.
- Robinson, T., & Umphrey, D. (2006). First-and third-person perceptions of images of older people in advertising: An inter-generational evaluation. *The International Journal of Aging and Human Development*, 62(2), 159-173.

Week 6 (Oct 9)

Reading Week

Week 7 (Oct 16)

Intersectionality

Readings:

- Lemish, D., & Muhlbauer, V. (2012). "Can't Have it All": Representations of Older Women in Popular Culture. *Women & Therapy*, 35(3-4), 165-180.
- Bramlett-Solomon S. and Subramanian G. 1999. Nowhere near picture perfect: images of the elderly in Life and Ebony magazine ads, 1990–1997. *Journalism and Mass Communication Quarterly*, 76, 3, 565–72.

Week 8 (Oct 23)

Health and Well Being

Readings:

- Ylänne, V., Williams, A., & Wadleigh, P. M. (2010). Ageing well?: Older people's health and well-being as portrayed in UK magazine advertisements. *International Journal of Ageing and Later Life*, 4(2), 33-62.
- Cowdell, F., & Garrett, D. (2014). Older people and skin: challenging perceptions. *British Journal of Nursing*, 23.

Notes: Assignment 1 due

Week 9 (Oct 30)

Form of Aging

Readings:

- Rozanova, J. (2010). Discourse of successful aging in *The Globe & Mail*: Insights from critical gerontology. *Journal of aging studies*, 24(4), 213-222.
- Ory, M., Hoffman, M. K., Hawkins, M., Sanner, B., & Mockenhaupt, R. (2003). Challenging aging stereotypes: strategies for creating a more active society. *American journal of preventive medicine*, 25(3), 164-171.

Week 10 (Nov 6)

Print Media and Advertising

Readings:

- Bradley, D., & Longino, C. (2001). How older people think about images of aging in advertising and the media. *Generations*, 25(3), 17-21.
- Williams, A., Wadleigh, P. M., & Ylänne, V. (2010). Images of older people in UK magazine advertising: toward a typology. *The International Journal of Aging and Human Development*, 71(2), 83-114.

Week 11 (Nov 13)

Electric Media

Readings:

- Korzenny, F., & Neuendorf, K. (1980). Television viewing and self-concept of the elderly. *Journal of Communication*, 30(1), 71-80.
- Bell, J. (1992). In search of a discourse on aging: The elderly on television. *The Gerontologist*, 32(3), 305-311.
- Krainitzki, E. (2014). Judi Dench's age-inappropriateness and the role of M: Challenging normative temporality. *Journal of aging studies*, 29, 32-40.

Week 12 (Nov 20)

Arts Based

Readings:

- Falchikov, N. (1990). Youthful ideas about old age: An analysis of children's drawings. *The International Journal of Aging and Human Development*, 31(2), 79-99.
- Vernon, J. A., Williams Jr, J. A., Phillips, T., & Wilson, J. (1991). Media stereotyping: A comparison of the way elderly women and men are portrayed on prime-time television. *Journal of Women & Aging*, 2(4), 55-68.

Week 13 (Nov 27)

Photography and Images

Readings:

- Pritchard, K., & Whiting, R. (2015). Taking stock: a visual analysis of gendered ageing. *Gender, Work & Organization*, 22(5), 510-528.
- Williams, A., Ylänne, V., & Wadleigh, P. M. (2007). Selling the 'Elixir of Life': Images of the elderly in an Olivio advertising campaign. *Journal of aging studies*, 21(1), 1-21.

- Lumme-Sandt, K. (2011). Images of ageing in a 50+ magazine. *Journal of Aging Studies*, 25(1), 45-51.

Week 14 (Dec 4)

Conclusion

Readings:

- Kessler, E. M., Rakoczy, K., & Staudinger, U. M. (2004). The portrayal of older people in prime time television series: The match with gerontological evidence. *Ageing & Society*, 24(4), 531-552.
- Keyes, L., & Dicke, L. (2016). Aging in America: A parallel between popular images of aging and public policy narratives. *Administrative Theory & Praxis*, 38(2), 115-136.

Course Policies

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

Please contact the professor if you have a late assignment or anticipate that an assignment will be late.

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.