

MCMASTER UNIVERSITY
HLTH AGE 4C03: WINTER 2018
Representations of Health and Illness across the Life Course
Dr. James Gillett, Office: KTH 234, ext.24825, gillett@mcmaster.ca
Thursday 7:00 – 10:00 LRW 1056

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. 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. This activity will be incorporated into the “Seniors in Canada” project.

REQUIRED 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.

COURSE STRUCTURE: 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.

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 February 15th; five to eight pages) discusses key concepts and methods used in research on understanding the representation of aging. In the second (worth 40%; due mid-April; 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. Full marks will be given once students have provided an adequate presentation or summary for each week.

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.

ACADEMIC HONESTY: 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.

Jan 4	Overview	No Readings
Jan 11	Ageism and Aging	Jönson, H. (2012). We will be different! Ageism and the temporal construction of old age. <i>The Gerontologist</i> , 53(2), 198-204. Levy, B. R. (2017). Age-stereotype paradox: opportunity for social change. <i>The Gerontologist</i> , 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. <i>Journal of aging studies</i> , 35, 123-134.
Jan 18	Myths and Meaning	Krekula, C. (2010). Age coding: On age-based practices of distinction. <i>International Journal of Ageing and Later Life</i> , 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. <i>Journal of Aging Studies</i> , 26(1), 65-78.
Jan 25	Photo Voice and Narrative	Baker, T. A., & Wang, C. C. (2006). Photovoice: Use of a participatory action research method to explore the chronic pain experience in older adults. <i>Qualitative health research</i> , 16(10), 1405-1413. Novek, S., Morris-Oswald, T., & Menec, V. (2012). Using photovoice with older adults: some methodological strengths and issues. <i>Ageing & Society</i> , 32(3), 451-470.
Feb 1	Intergenerational	Robinson, T., Callister, M., Magoffin, D., & Moore, J. (2007). The portrayal of older characters in Disney animated films. <i>Journal of aging studies</i> , 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. <i>The International Journal of Aging and Human Development</i> , 62(2), 159-173.
Feb 8	Intersectionality	Lemish, D., & Muhlbauer, V. (2012). “Can't Have it All”: Representations of Older Women in Popular Culture. <i>Women & Therapy</i> , 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. <i>Journalism and Mass Communication Quarterly</i> , 76, 3, 565–72.
Feb 15 Assign 1 Due	Health and Well Being	Ylänne, V., Williams, A., & Wadleigh, P. M. (2010). Ageing well?: Older people’s health and well-being as portrayed in UK magazine advertisements. <i>International Journal of Ageing and Later Life</i> , 4(2), 33-62. Cowdell, F., & Garrett, D. (2014). Older people and skin: challenging perceptions. <i>British Journal of Nursing</i> , 23.
Feb 22	Reading Week	
March 1	Form of Aging	Rozanova, J. (2010). Discourse of successful aging in The Globe & Mail: Insights from critical gerontology. <i>Journal of aging studies</i> , 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. <i>American journal of preventive medicine</i> , 25(3), 164-171.
March 8	Print Media and Advertising	Bradley, D., & Longino, C. (2001). How older people think about images of aging in advertising and the media. <i>Generations</i> , 25(3), 17-21. Williams, A., Wadleigh, P. M., & Ylänne, V. (2010). Images of older people in UK magazine advertising: toward a typology. <i>The International Journal of Aging and Human Development</i> , 71(2), 83-114.
March 15	Electric Media	Korzenny, F., & Neuendorf, K. (1980). Television viewing and self- concept of the elderly. <i>Journal of Communication</i> , 30(1), 71-80. Bell, J. (1992). In search of a discourse on aging: The elderly on television. <i>The Gerontologist</i> , 32(3), 305-311. Krainitzki, E. (2014). Judi Dench's age-inappropriateness and the role of M: Challenging normative temporality. <i>Journal of aging studies</i> , 29, 32-40.
March 22	Arts Based	Falchikov, N. (1990). Youthful ideas about old age: An analysis of children's drawings. <i>The International Journal of Aging and Human Development</i> , 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. <i>Journal of Women & Aging</i> , 2(4), 55-68.
March 29	Photography and Images	Pritchard, K., & Whiting, R. (2015). Taking stock: a visual analysis of gendered ageing. <i>Gender, Work & Organization</i> , 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. <i>Journal of aging studies</i> , 21(1), 1-21. Lumme-Sandt, K. (2011). Images of ageing in a 50+ magazine. <i>Journal of Aging Studies</i> , 25(1), 45-51.

April 5	Conclusion	<p>Kessler, E. M., Rakoczy, K., & Staudinger, U. M. (2004). The portrayal of older people in prime time television series: The match with gerontological evidence. <i>Ageing & Society</i>, 24(4), 531-552.</p> <p>Keyes, L., & Dicke, L. (2016). Aging in America: A parallel between popular images of aging and public policy narratives. <i>Administrative Theory & Praxis</i>, 38(2), 115-136.</p>
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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. Email Forwarding in MUGSI:
<http://www.mcmaster.ca/uts/support/email/emailforward.htm>