

**HLTH AGE 4C03:
REPRESENTATIONS OF HEALTH
AND ILLNESS ACROSS THE LIFE COURSE
Winter 2022**

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Lecture: Wednesday 11:30 – 2:20
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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 representation. Over the term, students will explore a series of different themes on the misrepresentation of older adults including their health and illness.

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 one proposal and two critical analysis papers.

Assignment 1 (20%), due between February 21 and 25

The first assignment is a proposal worth 20% due between February 21 and 25 (one page). Students will identify a representation of an older adult or adults and analyze how age as a category used to represent myths regarding aging.

Assignment 2 (35%), due between March 7 and 11

The second assignment is worth 35% and due between March 7 and March 11 (five to seven pages). It discusses key concepts and methods used in research on the representation of aging analyzing how myths are created about aging. More information about the expectations of the assignment will be provided online and posted to Avenue to Learn.

Assignment 3 (45%), due between April 14 and 21

The third written assignment (worth 45%; due between April 14 and April 21; six to eight pages) students will draw on the course material to develop and analysis of an older adult as an aging icon. More guidance will be available in class and posted to Avenue to Learn.

Weekly Course Schedule and Required Readings

Week 1 (January 12)

Overview

No Readings

Week 2 (January 19)

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 (January 26)

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 (February 2)

Narrative

Readings:

- Phoenix, C., Smith, B., & Sparkes, A. C. (2010). Narrative analysis in aging studies: A typology for consideration. *Journal of Aging Studies*, 24(1), 1-11.
- de Medeiros, K. (2016). Narrative gerontology: Countering the master narratives of aging. *Narrative Works*, 6(1), 63-81.

Week 5 (February 9)

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 (February 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 7 (February 23)

Reading Week

Week 8 (March 2)

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.

Week 9 (March 9)

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 (March 16)

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 (March 23)

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 (March 30)

Optional Class: Discussion of Final Paper

Week 13 (April 6)

Conclusion

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.

- 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.

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.