

HLTHAGE 2J03: AGING GLOBAL

Fall 2022

Instructor: Michael Kalu, PhD(c), MSc,

Email: kalum@mcmaster.ca

Lecture Days/Time:

Tuesdays and Thursdays, 2:30 -3:20pm

Lecture location: BSB B103

Tutorial: Fridays, 2:30-3:20pm

Office: KTH 224

Office Hours: Tuesday 1:00 – 2:00pm
or by appointment

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Course Description

This course introduces population aging worldwide by comparing perspectives across different regions. Throughout the semester, students will become familiar with how people age differently in various cultures and how individuals, governments, and organizations will need to change policies and programs to meet the needs of the increasing number of older adults. Topics to cover include but are not limited to: aging environments, global aging health patterns and behaviors, global health care systems and older people, global retirement plans and pensions, and caregiving across the globe. Throughout the course, emphasis is placed on regional differences and how each region can learn from each other to plan for the continuous aging population. Lastly, students will be introduced to different social activities and programs across several regions: Europe, Africa, Asia, South America, North America, Australia, the Middle East.

Course Objectives

By the end of the course students should be able to:

- a. Describe global population aging and why it is vital to inform public and social policies
- b. Critically examine the factors that shape global population aging and how these factors differ across regions.
- c. Identify, explain, compare and contrast how societies are aging across different topics covered in the course.
- d. Describe lessons that different societies should learn from each other in preparation for the continuous aging population.
- e. Describe features of integrated aging social programs to suit the multicultural nature of the aging population in Canada, building on the exposure of aging programs across the globe discussed in this lecture.

Required Materials and Texts

Frank J Whittington, Suzanne R Kunkel, & Kate De Medeiros (2019). Global Aging: Comparative Perspective on Aging and the Life Course. Second Edition. Springer Publishing Company New York.

This textbook is available on the campus bookstore for purchase:

https://campusstore.mcmaster.ca/cgi-mcm/ws/txsub.pl?wsTERMG1=224&wsDEPTG1=HLTHAGE&wsCOURSEG1=2J03&wsSECTIONG1=DAY%20C01&crit_cnt=1. In addition to the required reading, peer-reviewed articles and de-identified personal stories will provide context to some of the topics covered in this course.

Class Format - In person

The classes will involve interactive lectures, in-class and panel discussions, and audiovisual materials. Lectures are twice weekly (Tuesdays and Thursdays) and once weekly for a tutorial session (Fridays). Because of the interactive nature of the lectures,

students are required to read the material before class and are expected to engage actively in class. Discussion questions for each tutorial day will be posted on Avenue to Learn before the Tuesday class. Students should check Avenue to Learn for weekly tutorial discussion questions. Some tutorial days can also be allocated to discuss and work on group presentations. Some tutorial days will be virtual as some guest panel members will be connecting from different regions of the world.

Creating groups: Students will form groups of 4 or 5 members in the first week of the tutorial (**September 9, 2022**). You will remain in this group and sit together during lectures, and tutorials, as most class activities, including leading tutorials, will be done in groups.

Course Evaluation – Overview

1. Assignment (Reflection paper, 10%), due October 7 on or before 11.59pm
2. Midterm Exam (25%), due on October 18 at 1:00pm
3. Group Presentations (20%), due November 29 or December 1 depending on your group
4. Final Exam (25%), due on December 14 at 8:00am
5. Lecture/Tutorial Participation (20%), due – ongoing

Course Evaluation – Details

Assignment: Reflection Paper (10%), due October 7, 2022 at 11:59 pm

Review case studies discussed on September 9 (Case studies from the UK and Bangladesh), September 16 (Case studies from the US, Nepal, and Brazil), September 23 (Case study from Iran), and September 30 (Case studies from Malta and Canada). Describe at least three lessons you learned from the stories that the Canadian government could use to improve the health and social conditions of Canadian older adults.

General Written Assignment Guidelines

Your assignments are assessed on their content, conciseness, and organization. This assignment should be submitted in a word document on Avenue to Learn, and it is due on **October 7, 2022 at 11:59 pm**. In addition, here are some guidelines you should follow for completing this written assignment:

- All assignments should be typed, doubled spaced using one-inch (2.45cm) margins and 12-point regular font
- The word count must be between 400 to 500 words.
- Ensure that your name, student number, and course code appear at the beginning of the essay.
- Use proper referencing style (accurate and consistent). Check the reference desk at Mills library if you need help.
- Use correct grammar and spelling.
- A detailed rubric will be in Avenue to Learn.

Midterm Exam (25%), due October 18 at 1:00pm

This exam will consist of 50 multiple choice questions covering materials from weeks 1 to 5, including readings, lectures, film clips, and case studies discussed in class. The quiz will be administered via Avenue to Learn and will open on **October 17 at 10:00 am, and close on October 18 at 1:00 pm.**

Group Presentation (20%), due – Nov 29 or Dec 1

The United Nations General Assembly designated October 1 as the International Day of Older Persons ([resolution 45/106](#)). On this day, several countries celebrate older adults with social and public activities and create health and social policies to promote healthy, productive, successful, and active aging.

Question: Each group should think of at least three social events or social policies that they can develop to promote the International Day of Older Persons. Each group must situate their social events or activities to a specific group of older adults, such as LGBTQ+, those living with disabilities, or for a particular older adults' community, such as Black older adults, older adults with Indian origin, Irish origin, etc.

Each group will present for 15 mins on their selected day. We will discuss how to approach the assignment in one of the tutorial sessions. The rubric for the presentation will be posted on Avenue to Learn.

Final Exam (25%), due on December 14 at 8:00am

There will be a final exam that will consist of 50 multiple choice questions. You will be tested on materials covered after the midterm, including lectures, video clips, student presentations, panel discussions, and case studies. Exams will be delivered via Avenue to Learn, and will **open on December 13 at 8:00 am, and close on December 14 at 8:00 am.**

Lecture/Tutorial participation (20%), due – on going

You are expected to participate fully during tutorials (and lectures); each student must regularly attend the weekly tutorial sessions. Some tutorial sessions will be online, as some guests will attend virtually. I will communicate the days that tutorial sessions will be virtual. Students will lead most tutorials, and I will communicate the day your group will lead the tutorial. Participating and leading tutorials is 10%, and you can earn the remaining 10% in various ways, including: bringing insights and questions for discussion based on your assignments, sharing academic resources with your peers, and participating in several active learning strategies employed during lectures. Activities considered negative class participation include, but are not limited to, irregular class attendance, inappropriate discussions with classmates during class, inappropriate use of computers or electronic devices (e.g., face-booking, twittering, surfing the internet, playing games), sleeping, listening to iPods or mp3 players, coming to class late or leaving early, etc. You should only use your laptops to take notes. Evidence of

inappropriate computer use or other disruptive behavior may result in you being asked to leave the tutorial.

Weekly Course Schedule and Required Readings

Note: Additional reading materials will be provided for each week throughout the course. Check Avenue to Learn for the additional reading materials

Week 1 (Sept 6, 8 & 9)

Sept 6 – Introduction to course syllabus

Readings: No reading material required

Sept 8 – Our aging world

Readings: Chapter one of the required textbook

Sept 9 (Tutorial) – Case studies from the United Kingdom and Bangladesh

Readings: Essay from the textbook (pages 17 – 25)

Notes: Creating groups of 4 or 5 members due **on Sept 9, 2022**, during tutorial

Week 2 (Sept 13, 15 & 16)

Sept 13 – The study of global aging: Part 1

Readings: Chapter two of the required textbook (pages 27 – 34)

Sept 15 – The study of global aging: Part 2

Readings: Chapter two of the required textbook (pages 34 – 45)

Sept 16 (Tutorial) – Case studies from the United State, Nepal & Brazil

Readings: Essay from the required textbook (pages 47 – 57)

Week 3 (Sept 20, 22 & 23)

Sept 20 – Demographic perspective on aging world

Readings: Chapter three of the required textbook (pages 59 – 67)

Sept 22 – Measures of population aging

Readings: Chapter three of the required textbook (pages 67 - 81)

Sept 23 (Tutorial) – A case study from Iran

Readings: Essay from the required textbook (pages 82 – 88)

Week 4 (Sept 27, 29 & 30)

Sept 27 – Aging environments

Readings: Chapter four of the required textbook (pages 91 – 102)

Sept 29 – Age-friendly cities across the globe

Readings: Chapter four of the required textbook (pages 102 - 106)

Sept 30 (Tutorial) – No class but students should on their own review case studies from Malta and Canada

Readings: Essay from the required textbook (pages 109 - 117)

Week 5 (Oct 4, 6 & 7)

Oct 4 – Health patterns and behaviours across the globe

Readings: Chapter five of the required textbook (pages 119 – 125)

Oct 6 – Disability and ageing: a global perspective

Readings: Chapter five of the required textbook (pages 125 – 142)

Oct 7 (Tutorial) – Case studies from Nigeria and India

Readings: A panel discussion from guest speakers – members to be announced

Notes: Assignment – Reflection paper (10%) is due **on or before 11: 59pm.**

Week 6 (Oct 10 – 16)

Reading Week

Week 7 (Oct 18, 20 and 21)

Oct 18 – Healthcare systems

Readings: Chapter six of the required textbook (pages 153 – 165)

Notes: Midterm Exam, opens on Oct 17 from 10:00 am and closes on Oct 18 at 1:00pm.

Oct 20 – Can older adults be in charge of their care?

Readings: Chapter six of the required textbook (pages 166 – 174)

Oct 21 (Tutorial) – Case studies from UK, Mauritius, Nigeria, Trinidad and Finland

Readings: A panel discussion from guest speakers – members to be announced

Week 8 (Oct 25, 27 & 28)

Oct 25 – Older workers: evidence from across the globe

Readings: Chapter eight of the required textbook (page 227 - 249)

Oct 27 – A case study from Sweden

Readings: Chapter eight of the required textbook (page 249 – 253)

Oct 28 (Tutorial)– Picture gallery of older workers conditions across the globe

Readings: To be announced...

Week 9 (Nov 1, 3 & 4)

Nov 1 – Retirement and pension: a global perspective

Readings: Chapter nine of the required textbook (pages 225 – 271)

Nov 3 – Retirement policy and issues for an ageing world

Readings: Chapter nine of the required textbook (pages 272 – 276)

Nov 4 (Tutorial) – Review of retirement policies across the globe

Readings: To be announced

Week 10 (Nov 8, 10, 11)

Nov 8 – Family and aging

Readings: Chapter 10 of the required textbook (pages 270 - 307)

Nov 10 – Caregiving and aging

Readings: Chapter 11 of the required textbook (pages 319 – 340)

Nov 11 (Tutorial) – Case studies from researchers conducting caregiving research in different contexts – Sweden, Australia & Hong Kong

Readings: A panel discussion from guest speakers – members to be announced

Week 11 (Nov 15, 17 & 18)

Nov 15 – World religion and aging

Readings: Chapter 12 of the required textbook (pages 341 – 366)

Nov 17 – A case study from India

Readings: Essay from the required textbook (pages 362 – 370)

Nov 18 (Tutorial) – Students work on their presentations

Week 12 (Nov 22, 24 & 25)

Nov 22 – Global aging and leadership

Readings: Chapter 13 of the required textbook (pages 341 – 400)

Nov 24 – Longitudinal research in aging across the globe

Readings: To be announced

Nov 25 – A case study from Romania

Readings: Essay from the required textbook (pages 389 – 393)

Week 13 (Nov 29, Dec 1 & 2)

Nov 29 – Student presentations

Dec 1 – Students presentations

Dec 2 – Social programs in Nigeria, Kenya and Uganda

Readings: Panel discussion – members to be announced

Week 14 (Dec 6 & 8)

Dec 6 – Older adults’ experience different regions

Readings: Panel discussion – members to be announced

Dec 8– Exam revision and feedbacks

Notes: Final Exam will be open on **Dec 13 at 8:00am** and closes on **Dec 14 at 8:00am**

Course Policies

Submission of Assignments

Please submit all assignments to the appropriate Avenue to Learn drop box on or before the due dates. Please do not submit hard copies or email copies of any assignment.

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

Extension for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. All other late assignments will be penalized at three (3%) percent per day (to a maximum of 15%). Late assignments will not be accepted after five days (weekends inclusive) beyond the original deadline without appropriate documentation from the Office of the Associate Dean of Social Science. Failure to adhere to these guidelines will be reflected in the mark for the assignment.

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](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), 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

In the event of an absence for medical or other reasons, students should review and follow the [Policy on 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.