

HLTHAGE 4L03 AGING AND SOCIAL POLICY Fall Term 2021

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Course Description

This seminar course introduces students to the dynamic and complex relationships between the lives of older adults and social policies relating to aging and later life. It considers the conditions, politics, and experiences of aging over time and across contexts. More specifically, it explores the impacts of public policy on old people's lives – in such areas as income security, health and social care, mental health, family, and well-being – and the implications of population aging for knowledge, activism, policy, and practice in a changing world, in which we have witnessed the processes of globalization, neoliberal welfare reforms, public health crises, and environmental changes. By introducing a critical perspective on aging and social policy, this course also aims to brainstorm ideas and possibilities to pursue social justice *with* older people through, for example, knowledge exchange and policy advocacy.

Course Objectives

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

- Acquire knowledge about the key social policy issues concerning aging and later life
- Recognize underlying constructs (e.g., ideology, language, power, and politics) in old-age policies and practices
- Develop a critical understanding of the connections among social issues, social policy, and the lived experiences of older adults
- Identify and explore a particular social policy issue with relevance to older people
- Brainstorm the strategies of social policy responses to aging in a changing world

Required Materials and Texts

- There is no text for this course. Readings for each week are provided in the schedule below and are available through the McMaster library system and Avenue to Learn (A2L).

Weekly Class Format

This course will take place in a virtual classroom by using Zoom, along with other platforms such as Avenue to Learn (A2L) and MacVideo. Each class will consist of both asynchronous and synchronous components.

The class will start with an asynchronous video presentation on a seminar topic by the instructor (for Weeks 2, 3, and 13) or by a student group (for Weeks 4-12). **The video should be posted on A2L at least 24 hours in advance (by 11:30am, Mondays)**, and students must watch it before joining the synchronous session on Tuesdays. (For [more information about how to use MacVideo Player](#), including captions, please click the embedded link.)

The synchronous session will start at 12noon on Tuesday, with a brief introduction to the seminar topic by the instructor, and then students will be divided into 4-5 groups for a small-group discussion on the pre-circulated questions via Zoom Breakout Rooms. Each group is required to also post up to five key points (by using bullet points) of their small group discussion on A2L before reconvening.

After a 10-minute recess, **a whole-class discussion** will follow, and students will further exchange their thoughts. At the end of each class, the instructor will wrap up the synchronous session by offering conclusive remarks.

Course Evaluation – Overview

1. Attendance and participation (15%)
2. Group presentation (20%)
3. Analytical paper (20%)
4. Final paper (45%)

Course Evaluation – Details

Attendance and participation (15%)

Students' attendance and participation are crucial for this course. You are expected to complete the required readings, watch the weekly presentation video before joining the synchronous session of the class, log onto Zoom on time, and take an active part in both small-group and whole-class discussions. Each student will be responsible for taking notes and posting the key points of their small-group discussion at least once this semester – please indicate the note taker when posting it on A2L.

Group presentation (20%)

By Week 2 (Sept 14), you will select and sign up for a seminar topic based on your interests to assist the instructor in forming student presentation groups. The main objective of this group presentation is to share your understanding and critiques of the readings. Each group will make a **30-minute presentation video** on a selected seminar topic, and send the instructor **the URL link of your video** at least 24 hours before our class on Tuesdays (by 11:30am Mondays). The presentation should include (but not be limited to) the key points or a synthesis of the readings, your comprehensive analysis of the seminar topic based on the readings, your critique (e.g., what and why you agree/disagree; and what is missing and why it matters), and your thoughts on possible public health responses. Relevant, external materials (e.g., images, video clips, stories, and artwork) may be BRIEFLY used in the presentation.

In addition, the group should prepare **pre-circulated questions** for class discussion, and send them to the instructor at least two days before the class for feedback before posting them on A2L along with their presentation video. It would be ideal to have at least one question for each scholarly journal article, and one or two *overarching*

questions for the seminar topic. Good questions are open-ended, thoughtful ones that can enrich students' understanding of issues relating to the seminar topic.

Major evaluation criteria: Quality of your presentation and pre-circulated questions, including clarity, relevance, and originality of ideas; and respect for time. A group-based grade for the presentation will be given.

*For more information about how to make and post a group presentation video, please consult the instructions on the last page of this course outline.

Analytical paper (20%), due date depending on your selected seminar topic

In this paper students are expected to develop their own analysis of, as well as an argument on, an issue arising out of the readings of a particular week (from September 28 to November 23) through a comprehensive review of *all* of the required weekly readings. **This paper is NOT a summary of these readings**, but rather YOUR in-depth and critical understanding of the readings and of the seminar topic. *For example*, your analysis might be guided by such questions as: Is there an important idea, theme, or issue that resonates with you when you read these articles? Are the authors' perspectives on the issue similar to, different from, or complementary to each other? What is your own argument about the issue? How have you developed that understanding? What are the implications for social policy?

Please note that **the seminar topic students select for this assignment should NOT overlap with those they choose for their in-class presentations**. The paper (in electronic copy) must be submitted to A2L on the day we address those readings. **No outside research is necessary for this paper**. The paper should be double-spaced, 5-6 pages (1,250-1,500 words, excluding "References"). The **last day** to submit the analytical paper is Tuesday, **November 23, 2021**.

Major evaluation criteria: Structure and coherence; relevance; quality of analysis and argument; originality of ideas; and quality of communication and presentation (e.g., grammar, clarity, and reference style).

Final paper (45%), due Dec 14, 2021

In the final paper students are expected to engage in an in-depth discussion on an issue arising out of the course (comprising the required readings and class discussions, as well as other related issues of both aging and social policy). You are encouraged to incorporate what you have learned in class, and this paper may expand on themes developed in the shorter analytical paper. For example, you could consider exploring a related issue in the context of the COVID-19 pandemic. I am happy to discuss your paper idea with you at any stage. Consultation to help students prepare this assignment may also be arranged in our last class on December 7.

The paper should be double-spaced, 12 pages (approximately 3,000 words, excluding “references” and “title page”), and be submitted electronically to A2L. It is due on **Tuesday, December 14, 2021** (by midnight). No extension will be granted.

Major evaluation criteria: Structure and coherence; relevance; quality of argument and analysis; originality of ideas; and quality of communication and presentation (e.g., grammar, clarity, and reference style).

Weekly Course Schedule and Required Readings

Week 1 (Sept 7)

Introduction to the course

Readings: N/A

Notes: Please sign up to the in-class group presentation sheet by Week 2.

Week 2 (Sept 14)

A preliminary understanding of aging and social policy

Readings:

- Rozanova, J. (2010). Discourse of successful aging in The Globe & Mail: Insights from critical gerontology. *Journal of Aging Studies*, 24(4), 213-222.
- Settersten, Jr., R. A. & Trauten, M. (2010). On time and ties: Why the life course matters for old age policies. In R. B. Hudson (Ed.), *The new politics of old age policy* (pp. 141-159). JHU Press.
<http://richardsettersten.files.wordpress.com/2012/06/the-new-politics-of-old-age-policy-on-time-and-ties.pdf>
- Walker, A. (2018). Why the UK needs a social policy on ageing. *Journal of Social Policy*, 47(2), 253-273.

Week 3 (Sept 21)

Aging in a changing world

Readings:

- Grenier, A., Phillipson, C., Rudman, D. L., Hatzifilalithis, S., Kobayashi, K., & Marier, P. (2017). Precarity in late life: Understanding new forms of risk and insecurity. *Journal of Aging Studies*, 43, 9-14.
- Rudman, D. L. (2015). Embodying positive aging and neoliberal rationality: Talking about the aging body within narratives of retirement. *Journal of Aging Studies*, 34, 10-20.

- Foster, L., & Walker, A. (2015). Active and successful aging: A European policy perspective. *The Gerontologist*, 55(1), 83-90.
- Shooshtari, S., Menec, V., Swift, A., & Tate, R. (2020). Exploring ethno-cultural variations in how older Canadians define healthy aging: The Canadian longitudinal study on aging (CLSA). *Journal of Aging Studies*, 52. <https://doi.org/10.1016/j.jaging.2020.100834>

Note: The first student group presentation will start next Tuesday.

Week 4 (Sept 28)

Income (in)security in later life

Readings:

- The Conference Board of Canada (2013). Elderly poverty. <https://www.conferenceboard.ca/hcp/Details/society/elderly-poverty.aspx?AspxAutoDetectCookieSupport=1>
- Zhou, Y. R. (2014). Austerity now, poverty later?: Pensions. In D. Baines & S. McBride (Eds.), *Orchestrating austerity* (pp. 120-133). Fernwood Publishing.
- Curtis, J., Dong, W., Lightman, N., & Parbst, M. (2017). Race, language, or length of residency? Explaining unequal uptake of government pensions in Canada. *Journal of Aging & Social Policy*, 29(4), 332-351.
- Ferrer, I. (2017). Aging Filipino domestic workers and the (in) adequacy of retirement provisions in Canada. *Canadian Journal on Aging/La Revue canadienne du vieillissement*, 36(1), 15-29.

Week 5 (Oct 5)

Health care responses to multiple and complex needs

Readings:

- Prince, M. J., Wu, F., Guo, Y., Robledo, L. M. G., O'Donnell, M., Sullivan, R., & Yusuf, S. (2015). The burden of disease in older people and implications for health policy and practice. *The Lancet*, 385 (9967), 549-562.
- Stinchcombe, A., Smallbone, J., Wilson, K., & Kortes-Miller, K. (2017). Healthcare and end-of-life needs of lesbian, gay, bisexual, and transgender (LGBT) older adults: A scoping review. *Geriatrics*, 2(1), 1-13. <https://doi.org/10.3390/geriatrics2010013>

- Wang, L., Guruge, S., & Montana, G. (2019). Older immigrants' access to primary health care in Canada: A scoping review. *Canadian Journal on Aging/La Revue canadienne du vieillissement*, 38(2), 193-209.
- Airth, L., & Oelke, N. D. (2020). How neoliberalism, ageism and stigma drive the lack of policy for older adults' mental health. *Journal of Psychiatric and Mental Health Nursing*, 27(6), 838-843.
<https://doi.org/10.1111/jpm.12618>

Week 6 (Oct 12)

Mid-Term Recess

Week 7 (Oct 19)

Elder care: Arrangements, markets, and perspectives

Readings:

- Hirdes, J. P. (2002). Long-term care funding in Canada: A policy mosaic. *Journal of Aging & Social Policy*, 13(2-3), 69-81.
- Martin-Matthews, A., Sims-Gould, J., & Tong, C. E. (2012/2013). Canada's complex and fractionalized home care context: Perspectives of workers, elderly clients, family carers, and home care managers. *Canadian Review of Social Policy*, 68/69, 55-74.
- Dalmer, N. K. (2019). A logic of choice: Problematizing the documentary reality of Canadian aging in place policies. *Journal of Aging Studies*, 48, 40-49.
- Gardner, W., States, D., & Bagley, N. (2020). The coronavirus and the risks to the elderly in long-term care. *Journal of Aging & Social Policy*, 32(4-5), 310-315.

Week 8 (Oct 26)

The place/space of aging and policy implications

Readings:

- Buffel, T., Phillipson, C., & Scharf, T. (2012). Ageing in urban environments: Developing "age-friendly" cities. *Critical Social Policy*, 32(4), 597-617.
- Burns, V. F. (2016). Oscillating in and out of place: Experiences of older adults residing in homeless shelters in Montreal, Quebec. *Journal of Aging Studies*, 39, 11-20.

- Zhou, Y. R. (2013). Transnational aging: The impacts of adult children's immigration on their parents' later lives. *Transnational Social Review*, 3(1), 49-64.
- Skinner, M. W., & Winterton, R. (2018). Interrogating the contested spaces of rural aging: Implications for research, policy, and practice. *The Gerontologist*, 58(1), 15-25.

Week 9 (Nov 2)

The heterogeneity of aging experiences and trajectories

Readings:

- Pang, C., Gutman, G., & de Vries, B. (2019). Later life care planning and concerns of transgender older adults in Canada. *The International Journal of Aging and Human Development*, 89(1), 39-56.
- Warren, A., & Blundell, B. (2019). Addressing elder abuse in rural and remote communities: Social policy, prevention and responses. *Journal of Elder Abuse & Neglect*, 31(4-5), 424-436.
- Rosenes, R. (2018). Living and Aging with HIV: Tiptoeing through a Pan-Canadian Policy Maze. In S. Hindmarch, M. Orsini, & M. Gagnon (Eds.), *Seeing Red: HIV/AIDS and Public Policy in Canada* (pp.170-180). University of Toronto Press. (*its e-book is available at the McMaster Library.)

Week 10 (Nov 9)

Social relations and intergenerational reciprocity

Readings:

- McMaster University (2018). "CBC's The National highlights McMaster's work connecting students and seniors". <https://mira.mcmaster.ca/news-events/news-item/2018/06/06/mcmaster-symbiosis-student-senior-co-housing-program> (*For more information about Mac's Symbiosis program: <https://gs.mcmaster.ca/current-students/resources/spices/current-initiatives-2019-20/symbiosis/>)
- Rowe, G., Straka, S., Hart, M., Callahan, A., Robinson, D., & Robson, G. (2020). Prioritizing Indigenous elders' knowledge for intergenerational well-being. *Canadian Journal on Aging/La Revue canadienne du vieillissement*. 39(2), 156-168.
- Blanchard, J. (2013). Aging in community: Communitarian alternative to aging in place, alone. *Generations*, 37(4), 6-13.

- Quan-Haase, A., Mo, G. Y., & Wellman, B. (2017). Connected seniors: How older adults in East York exchange social support online and offline. *Information, Communication & Society*, 20(7), 967-983.

Week 11 (Nov 16)

The art of aging: Autonomy, creativity, and advocacy

Readings:

- Stagebridge (2013). Storybridge program uses stories to bring young and old together (A video).
https://www.youtube.com/watch?time_continue=249&v=pw0my8pKPms&feature=emb_logo (Note: "Stagebridge, based in Oakland, California, is the [USA's] oldest and most renowned theatre company of older adults.")
- McHugh, M. C. (2012). Aging, agency, and activism: Older women as social change agents. *Women & Therapy*, 35(3-4), 279-295.
- Trentham, B., Sokoloff, S., Tsang, A., & Neysmith, S. (2015). Social media and senior citizen advocacy: An inclusive tool to resist ageism?. *Politics, Groups, and Identities*, 3(3), 558-571.
- Klimczuk, A. (2017). Aims and challenges of the creative ageing policy. In *Economic foundations for creative ageing policy, Volume II* (pp. 167-190). New York: Palgrave Macmillan. (*Its e-book is available at the McMaster Library.)

Week 12 (Nov 23)

Older people amid the COVID-19 pandemic

Readings:

- Ayalon, L., Chasteen, A., Diehl, M., Levy, B., Neupert, S. D., Rothermund, K., ... & Wahl, H. W. (2021). Aging in times of the COVID-19 pandemic: Avoiding ageism and fostering intergenerational solidarity. *The Journals of Gerontology*, 76(2), e49-e52.
- Hebblethwaite, S., Young, L., & Martin Rubio, T. (2021). Pandemic precarity: Aging and social engagement. *Leisure Sciences*, 43 (1-2), 170-176.
- Béland, D., & Marier, P. (2020). COVID-19 and long-term care policy for older people in Canada. *Journal of Aging & Social Policy*, 32(4-5), 358-364.

- Hoffman, G. J., Webster, N. J., & Bynum, J. P. (2020). A framework for aging-friendly services and supports in the age of COVID-19. *Journal of Aging & Social Policy*, 32(4-5), 450-459.
- Armstrong, P., Armstrong, H., Choiniere, J., Lowndes, R., & Struthers, J. (2020). Re-imagining long-term residential care in the COVID-19 crisis. *Canadian Centre for Policy Alternatives (CCPA)*.
<https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2020/04/Reimagining%20residential%20care%20COVID%20crisis.pdf>

Note: This is the **last day** when you can write on and submit the analytical paper.

Week 13 (Nov 30)

Conclusion and reflection: Possibilities and challenges

Readings:

- Wired. (2018). The future of getting old: Rethinking old age.
<https://www.wired.com/brandlab/2018/04/the-future-of-getting-old/>
- Stephens, C. (2017). From success to capability for healthy ageing: Shifting the lens to include all older people. *Critical Public Health*, 27(4), 490-498.
- Canham, S. L., Fang, M. L., Battersby, L., Woolrych, R., Sixsmith, J., Ren, T. H., & Sixsmith, A. (2018). Contextual factors for aging well: Creating socially engaging spaces through the use of deliberative dialogues. *The Gerontologist*, 58(1), 140-148.
- Buffel, T., & Phillipson, C. (2018). A manifesto for the age-friendly movement: Developing a new urban agenda. *Journal of Aging & Social Policy*, 30(2), 173-192.
- Gusmano, M. K., & Okma, K. G. (2018). Population aging and the sustainability of the welfare state. *Hastings Center Report*, 48, S57-S61.

Week 14 (Dec 7)

Final paper consultation

Readings: N/A

Course Policies

Submission of Assignments

All assignments must include a title page with all relevant course information, adhere to the page limits specified, be formatted with 12 pt. font and standard margins. The citations and references in all assignments should use [APA style](#).

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

Assignments must be submitted on the due date unless accommodations are required. A 2% reduction will be applied each day (i.e., Monday - Sunday) after the due date.

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

[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.

How to Make and Post a Group Presentation Video

Option 1 - Zoom and MacVideo

First, login to [McMaster's Zoom Portal](#) with your MacID@mcmaster.ca and your MacID password to activate your zoom license account. For more information, watch "[McMaster Zoom Portal Orientation](#)".

You can [record a group presentation with Zoom](#). Please ensure to click "Optimize the recording for 3rd party video editor" in your Zoom setting, so the saved video is formatted in a more optimized way for video standards.

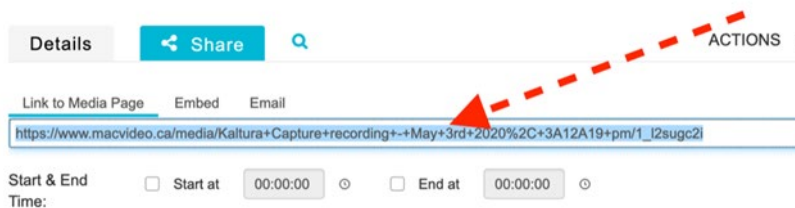
Second, login to [MacVideo](#) using your MacID, and go to the menu option "+ Add New" and select "Media Upload".



1. Once your video has been successfully uploaded to macvideo.ca, click on “Unlisted”.

Publishing Status: Private - Media page will be visible to the content owner only.
 Unlisted - Media page will be visible to anyone with a link to the page.
 Published - Media page will be visible to individuals according to entitlements on published destinations

2. Go to “My Media”. Click on “Share” under your video, select and copy the **URL** and send it to the course instructor, who will post it, along with the pre-circulated questions for discussion, on A2L.



Option 2 – Google Slides

If you use google slides, please ensure the audio is accessible for all with the link. From your Drive right click on the file and hit the "Share" option. To troubleshoot the issue, go to "advanced" and you should see that the file is set to Private. On the right press on "Change" and set it to "On - Anyone with the link". (For [more information about audio permission in google slides](#))