

MCMASTER UNIVERSITY
HAS 4L03 – Aging and Social Policy

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Time: Wednesday 7:00-10:00, KTH B103

COURSE OBJECTIVES: This course introduces students to the intersections between the lives of older adults and the institutional structures that they encounter and negotiate on a daily basis. Beginning with the welfare state, we survey key areas of research in social gerontology addressing institutions such as health care, education, law, family and religion. One objective is for students to actively engage in literature on public institutions and aging and to formulate a deeper understanding of the inter relationships between institutional structures as they shape and are shaped by the lives of older adults. Building on this, a second objective is for students identify and explore a social issue arising from the intersection between the lives of older adults and different institutional structures.

REQUIRED TEXTS: There is no text in this course. Readings for each week are provided in the schedule below and available through the McMaster library system.

COURSE STRUCTURE: Each class will consist of a short lecture, class presentations and discussions. In the first two classes students will be divided into eight to ten groups and assigned an institution. Each group is responsible for bringing to the discussion the perspective of that institution as it studied in social gerontology and aging. In class presentations, each group on their designated week will present a supplemental reading from the social sciences literature that is connected to the course readings. After the presentation, during the discussion, members of the other groups are responsible for asking a discussion question designed to engage the course material but linked to their own institution.

EVALUATION: All written assignments need to be: 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.

Participation (20 %): For each class students in each group will find a supplemental article (or book chapter) based on their readings of the course material for that week. Member or members of the group will present a brief summary of the article and discuss its relationship to the theme for that week or how it relates to their group project. Group participation is mandatory and will be marked pass or fail. For inadequate or missed presentations, members of the group can submit a two page written summary. Full marks will be given once groups have submitted or presented an adequate presentation or summary for each week.

Presentations (10 %): Each group will be assigned a week in which to present an overview of the readings assigned for their theme. The presentations are mandatory and will be marked pass or fail. Full marks will be given once groups have submitted or presented an adequate presentation or summary for each week.

Written Assignments (70 %): Students will write two critical analysis papers. The first (worth 25%; due October 21st ; five to six pages) explores the question of whether and in what ways governments can address the increasingly aging population in Western industrial democracies. In the second (worth 45%; due December 7th ; ten to fifteen pages) students will draw on course

material – lectures, discussions, articles, presentations – to analyze a social issue for older adults and the way one public institution influences how this issue can be addressed the lives of older adults both positively and negatively.

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.

Sept 9 th	Overview	Group Assignments
Sept 16 th	Institutions	- Martinson, M. & Minkler, M. 2006. Civic Engagement and Older Adults, <i>The Gerontologist</i> , 46, 3, 318–324 - Restrepo, H & Rozental, M. 1994. The Social Impact of Aging Populations. <i>Social Science & Medicine</i> , 39, 9, 1323-1338. - Minkler, M & Holstein, M. 2008. From Civil Rights to Civic Engagement? <i>Journal of Aging Studies</i> , 22, 196-204.
Sept 23 rd	Government 1	- Rudman, D. 2006. Shaping the Active, Autonomous & Responsible Modern Retiree. <i>Ageing and Society</i> , 26, 02, 181 201. - Williamson, J. 1988. Welfare State Development and Life Expectancy Among the Aged. <i>Journal of Aging Studies</i> , 2, 1, 13-24.
Sept 30 th	Law 2	- Glick, H. 1991. The Right to Die. <i>Journal of Aging Studies</i> , 5, 3, 283-307. - Vittoria, A. 1992. The Elderly Guardianship Hearing. <i>Journal of Aging Studies</i> , 6, 2, 165-190.
Oct 7 th	Health Care 3	- Barer, et al. 1987. Aging & Health Care Utilization. <i>Soc Sci & Med</i> , 24, 10, 862-862. - Chaufan, C. 2012. Medical Ideology as Double Edged Sword, <i>Soc Sci & Med</i> , 74, 788-795.

Oct 14 th		Reading Week
Oct 21 st	Media 4	- Cormejo, R. et al 2013. Enriching In-Person Encounters through Social Media. <i>Int. J. of Human Computer Studies</i> , 71, 889-899. - Van Der Goot, M., et al. 2012. Meanings of Television in Older Adults' Lives. <i>Aging and Society</i> , 32, 01, 147-168.
Oct 28 th	Family 5	- Daatland, S. et al. 2012. Age and Intergenerational Attitudes in the Family and the Welfare State. <i>Advances in Life Course Research</i> , 17, 133-144. - Brackbill, Y. 1988. <i>The Perfect Child</i> . <i>Journal of Aging Studies</i> , 2, 3, 243-254.
Nov 4 th	Sport 6	- Katz, S. Busy Bodies. 2000. <i>Journal of Aging Studies</i> , 14, 2, 135-152. - Tulle, E. 2008. Acting Your Age. <i>Journal of Aging Studies</i> , 22, 340-347.
Nov 11 th	Religion 7	- Spinder, M. 2008. Surrogate Religion, Spiritual Materialism, or Protestant Ethic? <i>Journal of Aging Studies</i> , 22, 322-330. - Levin, J. & Chatters, L. 2008. Religion Aging & Health. <i>Journal of Religion Spirituality and Aging</i> , 20, 1-2, 153-172.
Nov 18 th	Economy 8	- Robertson, A. 2000. I Saw the Handwriting on the Wall. <i>Journal of Aging Studies</i> , 14, 1, 63-79. - Berger, E. 2006. Aging Identities. <i>Journal of Aging Studies</i> , 20, 303-316
Nov 25 th	Education 9	- Sloane, A. & Kops, B. 2007. Older Adult Learners. <i>Canadian Journal of University Continuing Education</i> , 33, 1, 17-34. - Sloane, A. & Kops, B. 2010. Older Adults Participation in Education and Successful Aging. . <i>Canadian Journal of University Continuing Education</i> , 36, 1, 1-29.
Dec 2 nd	Science 10	- Fishman et al. 2008. Anti-Aging Science: The Emergence, Maintenance, and Enhancement of the Discipline. <i>Journal of Aging Studies</i> , 22, 295-303. - Vincent, J. 2008. The Cultural Construction of Old Age as a Biological Phenomenon. <i>Journal of Aging Studies</i> , 22, 331-339.

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>

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:
<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

ALTERNATE/ACCESSIBLE FORMAT FOR COURSE OUTLINES: If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society at 905-525-9140 ext. 27227 | e-mail: hasdept@mcmaster.ca