

**HEALTH, AGING AND SOCIETY 3L03:
EMBODIED AGING
WINTER 2019**

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Lecture: Wednesdays 3:30-5:20pm;
some Fridays, please see [course
schedule](#) for more details

Office: KTH 207
Office Hours: Wednesdays 2:30-
3:15pm; Thursdays 1-2pm by
appointment only

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Course Description

This course will explore the social and personal process of embodied aging through a sociological and gerontological lens. According to Laz (2002: 507), "embodiment can also be understood as achieved or accomplished as the result of ongoing, often routine, sometimes extraordinary, social and collective work." In this course, we will explore how aging individuals 'achieve', 'accomplish', manage, perform, and experience their aging bodies and corporal existence (ibid). Additionally, we will discuss policies, programs, plans and initiatives that are both helpful or a hindrance to the embodied aging experience. In order to explore the diverse topic of embodied aging, the course is divided in three parts. In the first part of the course, we will examine aging as an embodied social and personal process by drawing on dominant theoretical perspectives and frameworks. We will then turn our focus to the representations of aging individuals in the consumption market, as both consumers and targets for advertising and marketing campaigns. The second part of the course will examine the embodied aging experience in relation to gender and sexuality; health, illness, disability and harm; technology, recreation, education, and leisure; and finally, (dis)embodiment and personhood through life transitions, changing identity and roles and death & dying. In the final part of the course, we will explore the intersectionality of many of the topics discussed through the course by examining case studies on age-friendly initiatives, as well as the incarcerated elderly.

Course Objectives

- Understand what embodied aging refers to, as well as the dominant theoretical perspectives and frameworks in the field of study
- Understand how embodied aging is part of one's physical, social, symbolic, and emotional process of aging
- Explore how the body, through the experience of embodiment, is performed, managed, modified and changed
- Gain a critical understanding of the different influences and impacts on embodiment, such as gender and sexuality; health, illness, disability and harm; technology, recreation, education, and leisure; and finally, (dis)embodiment and personhood through life transitions, changing identity and roles and death & dying, age-friendly initiatives and incarceration
- Examine how policies, programs, plans and initiatives can be both helpful or a hindrance to the embodied aging experience
- Improve critical reflection skills, as well as research and writing skills through completion of assignments and class activities
- Engage in scholarly debate with classroom colleagues through in-class participation in lectures and in-class activities

Materials and Texts

Required Text

- All course readings are available through McMaster Library Electronic Database. Please see the Libaccess links posted below in the weekly readings.

Recommended Text

- Haig, J., MacMillan, V., Raikes, G. (2010). *Cites & sources, An APA documentation guide*, (3rd ed.). Toronto: Nelson.
 - Newer editions are also fine

Class Format

Lectures will be held regularly on Wednesdays from 3:30-5:20pm and only some Fridays; please see the [course schedule](#) below for more information. When we do not have regularly scheduled class or another task assigned for a Friday meeting, students will meet in their groups to work on the group-based paper. In-class time is provided to ensure completion of these requirements without scheduling conflicts. It is expected that this time will be used wisely. Please see the course [evaluation components](#) below for more information. Lectures may include the use of video clips or movies, when applicable, to illustrate course material. We will also have in-class discussions on course material presented in lecture throughout the term, and an in-class workshop at the end of the term.

Course Evaluation – Overview

1. Test 1 - 30%, on February 6, 2019
2. Group paper - 30%, on March 13, 2019
3. Test 2 - 35%, on March 27, 2019
4. In-class critical thinking workshop - 5%, on April 3, 2019

Course Evaluation – Details

Test 1 - 30%, on February 6, 2019

This test will consist of multiple choice/true and false questions and will test your knowledge of both lecture material (including any films and/or video clips, etc., viewed in lecture) and assigned readings. If this test is missed, only Faculty-approved absences will be offered consideration for a re-write. As the test is worth 30%, students must visit their respective Faculty office with appropriate documentation for the Faculty to review as the test is not eligible for an online MSAF. If Faculty approval is obtained, the make-up date for the test is **Thursday March 7 from 12:45pm-2pm**. No other date or time will be offered. It is your responsibility to attend scheduled test dates.

Critical reflection group paper, 30%, due on March 13, 2019

Working in groups of 2 to 3 students, groups will use the Friday meeting timeframes (when we do not have a scheduled activity) to work on this assignment. Please refer to the [course schedule](#) for more details. You are given set aside class time to ensure this course requirement is completed without scheduling conflicts. **It is expected that this time will be used wisely.** In this assignment, you are required to write a critical reflection paper about the representation of the embodied aging experience of the older adult characters depicted in a major motion picture/film or novel/book. In this paper, you are required to critically review the selected movie/book by providing a concise summary; examining the key presentations and themes; connecting the material to elements/concepts from the course; and, critically reflecting and analyzing the material. Please note that this is not a synopsis or book/movie summary. The assignment requires theoretical and course concept application as well as critical analysis. The paper is to be no more than 10 pages in length, not including title page and references. Groups are encouraged to run book and movie selections by me early in the term to ensure they are relevant for the assignment. These do not need to be first-person narratives. **Groups must consult 5 different sources and include them as references in the paper. If you choose to cite lectures and your assigned course readings, lectures and assigned readings (no matter how many you cite) will only count as 1 combined source. The book and/or film does not count towards the required number of references. All group members will receive the same grade; there are no exceptions.** More information, including assignment guidelines, will be posted on Avenue during the first week of classes.

Test 2 - 35%, on March 27, 2019

This test will consist of multiple-choice and true-and-false questions, as well as short answer question(s), and will test your knowledge of both lecture material (including any films, guest lectures, and/or video clips, etc.) and assigned readings and videos. The test is cumulative insofar as concepts and theories from the first part of the term will be continually discussed throughout the course; however, readings and lectures from the first part of the term will not be re-tested. As the test is worth 35%, students must visit their respective Faculty office with appropriate documentation for the Faculty to review as it is not eligible for an online MSAF. If Faculty approval is obtained, the make-up date for the test is **Thursday April 11 from 10am-11:30am**. No other date or time will be offered. It is your responsibility to attend scheduled test dates.

In-class critical thinking workshop on April 3, 2019 - 5%

Student participation and attendance is based on quality participation in the critical thinking workshop activities on April 3, 2019. There is no opportunity to make up this workshop activity if class is missed on April 3.

Weekly Course Schedule and Required Readings

Week 1 (January 9, 11, 2019)

January 9 - Introduction to the course; Aging as an embodied social and personal process: Theories of and on embodied aging - Part 1

Readings:

- Laz, C. (2003). Age embodied. *Journal of Aging Studies*, 17, 503-519
 - **Libaccess:**
http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://journals2.scholarsportal.info/libaccess.lib.mcmaster.ca/details/08904065/v17i0004/503_ae.xml

January 11 - No in-class meeting: dedicated time to work on the group assignment

Readings:

- No assigned readings

Notes:

- Must inform Dr. Clancy of your group by the end of this week!

Week 2 (January 16, 18, 2019)

January 16 - Aging as an embodied social and personal process: Theories of and on embodied aging - Part 2; Begin discussion of Consumerism and commodification - Part 1

Readings:

- Pickard, S. (2014). Biology as destiny? Rethinking embodiment in 'deep' old age. *Ageing and Society*. 34(8), 1279-1291.
 - **Libaccess:**
<http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/libaccess.lib.mcmaster.ca/10.1017/S0144686X13000196>

January 18 - No in-class meeting: dedicated time to work on the group assignment

Readings:

- No assigned readings

Week 3 (January 23, 25, 2019)

January 23 - Consumerism and commodification: Representations of aging bodies, aging consumers and the anti-aging movement - Part 2

Readings:

- Lewis, D. C. Medvedec, K. & Seponski, D.M. (2011). Awakening to the desires of older women: Deconstructing ageism within fashion magazines. *Journal of Aging Studies*, 25, 101-109

- **Libaccess:**
<http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1016/j.jaging.2010.08.016>
- Clarke, L.H., Bennett, E.V., & Liu, C. (2014). Aging and masculinity: Portrayals in men's magazines *Journal of Aging Studies*, 31, 26-33
 - **Libaccess:**
http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/08904065/v31icomplete/26_aampimm.xml

January 25 - No in-class meeting: dedicated time to work on the group assignment

Readings:

- No assigned readings

Week 4 (January 30, February 1, 2019)

January 30 - Embodied aging, gender and sexuality

Readings:

- Thorpe, R., Fileborn, B., Hawkes, G., Pitts, M., & Minichello, V. (2015). Old and desirable: Older women's accounts of ageing bodies in intimate relationships. *Sexual and Relationship Therapy*, 30(1), 156-166
 - **Libaccess:**
http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/14681994/v30i0001/156_oadowaoabiir.xml
- Barrett, C., Whyte, C., Comfort, J., Lyons, A. & Cramer, P. (2015). Social connection, relationships and older lesbian and gay people. *Sexual and Relationship Therapy*, 30(1), 131-142
 - **Libaccess:**
<http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1080/14681994.2014.963983>

February 1 - No in-class meeting: dedicated time to work with your group on the group assignment

Readings:

- No assigned readings

Week 5 (February 6, 8, 2019)

February 6 - TEST 1 TODAY, 30%, 3:30-4:45PM

Readings:

- No assigned readings

February 8 - No in-class meeting: dedicated time to work with your group on the major group assignment

Readings:

- No assigned readings

Notes

- **TEST 1, 30%, ON FEBRUARY 6, 3:30-4:45PM**

Week 6 (February 13, 15, 2019)

February 13 - Health, illness, disability and harm - Part 1

Readings:

- Kontos, P. & Martin, W. (2013). Embodiment and dementia: Exploring critical narratives of selfhood, surveillance, and dementia care. *Dementia*, 12(3), 288-302
 - **Libaccess:**
<http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1177/1471301213479787>
- Beuthin, R. E., Bruce, A., & Sheilds, L. (2015). Storylines of aging with HIV. Shifts towards sense making. *Qualitative Health Research*, 25(5), 612-621
 - **Libaccess:**
http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://journals1.scholarsportal.info.libaccess.lib.mcmaster.ca/details/10497323/v25i0005/612_soawhstsm.xml
- Band-Winterstein, T. (2012). Narratives of aging in intimate partner violence: The double lens of violence and old age. *Journal of Aging Studies*, 26(4), 504-514
 - **Libaccess:**
<http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1016/j.jaging.2012.07.003>

February 15 - No in-class meeting: dedicated time to work on the group assignment

Readings:

- No assigned readings

Week 7 (February 20, 22, 2019)

February 18 & 20 – Reading Week - No classes, office hours or tutorials this week

Week 8 (February 27 & March 1, 2019)

February 27– Health, illness, disability and harm - Part 2 - No in-class meeting: Independent video viewing on three different dementia care models

Video:

- *16X9onglobal*. (2014). "Full Story: Dementia - The unspooling mind." Retrieved from <https://www.youtube.com/watch?v=kkvIZaSfUxc>

March 1 - No in-class meeting: dedicated time to work on the group assignment

Readings:

- No assigned readings

NOTES: NO IN-CLASS MEETINGS THIS WEEK: REQUIRED VIDEO VIEWING ALONG WITH DEDICATED TIME TO WORK ON YOUR GROUP ASSIGNMENT

Week 9 (March 6 & 8, 2019)

March 6 - Technology, recreation, education, and leisure: Impacts and influences

Readings:

- Humberstone, B. & Cutler-Riddick, C. (2015). Older women, embodiment and yoga practice. *Ageing and Society*, 1-21
 - **Libaccess:**
<http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://journals.cambridge.org.libaccess.lib.mcmaster.ca/action/displayFulltext?type=1&pdfType=1&fid=9202699&jid=ASO&volumeId=-1&issueId=-1&aid=9202696>
- Phoenix, C. & Sparkes, A.C. (2008). Athletic bodies and aging in context: The narrative construction of experienced and anticipated selves in time. *Journal of Aging Studies*, 22, 211-221
 - **Libaccess:**
http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://journals1.scholarportal.info.libaccess.lib.mcmaster.ca/details/08904065/v22i0003/211_abaiceaasit.xml

March 8 - No in-class meeting: dedicated time to work on the group assignment

Readings:

- No assigned readings

Week 10 (March 13 & 15, 2019)

March 13 – Life transitions, changing identity and roles and death & dying: Embodiment, (dis)embodiment and personhood

Readings:

- Hammarstrom, G. & Torres, S. (2012). Variations in subjective well-being when 'aging in place' - A matter of acceptance, predictability and control. *Journal of Aging Studies*, 26, 192-203
 - **Libaccess:**
<http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1016/j.jaging.2011.12.004>
- Ball, M.M. et al., (2014). 'This is our last stop': Negotiating end-of-life transitions in assisted living. *Journal of Aging Studies*, 30, 1-13
 - **Libaccess:**
<http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/10.1016/j.jaging.2014.02.002>
- Jenkins, C.L., Edmundson, A., Averett, P. & Yoon, I. (2014). Older lesbians and bereavement: Experiencing the loss of a partner. *Journal of Gerontological Social Work*, 57 (2-4), 273-287
 - **Libaccess:**
<http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1080/01634372.2013.850583>

Notes:

- **GROUP PAPER DUE TODAY IN HARD COPY AT THE START OF CLASS, 30%**

March 15 – Dedicated catch-up time and time to study for Test 2 on March 27, 2019

Readings:

- No assigned readings

Notes:

- **GROUP PAPER DUE ON MARCH 13 IN HARD COPY AT THE START OF CLASS, 30%**

Week 11 (March 20 & 22, 2019)

March 20 – Embodied aging: Age-friendly initiatives and aging in different places, such as correctional facilities

Readings:

- Menec, V.H., Hutton, L., Newall, N., Nowicki, S., Spina, J., & Veselyuk, D. (2015). How 'age-friendly' are rural communities and what community characteristics are related to age-friendliness? The case of rural Manitoba, Canada. *Ageing & Society*, 35(1), 203-223
 - **Libaccess:**
<http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1017/S0144686X13000627>

- Shantz, L.R. & Frigon, S. (2009). Aging, women and health: From the pains of imprisonment to the pains of reintegration. *International Journal of Prisoner Health*, 5(1), 3-15
 - **Libaccess:**
http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://journals2.scholarsportal.info/libaccess.lib.mcmaster.ca/details/17449200/v05i0001/3_awayftittpor.xml
- Handtke, V., Bretschneider, W., Elger, B., & Wangmo, T. (2015). Easily forgotten: Elderly female prisoners. *Journal of Aging Studies*, 32(Complete), 1-11
 - **Libaccess:**
http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://journals1.scholarsportal.info/libaccess.lib.mcmaster.ca/pdf/08904065/v32icomplete/1_efefp.xml

March 22 – Dedicated time to study for Test 2 on March 27, 2019

Readings:

- No assigned readings

Week 12 (March 27 & 29, 2019)

March 27 - TEST 2 TODAY, 35%, 3:30-5PM

Readings:

- No assigned readings

March 29– No in-class meeting

Readings:

- No assigned readings

Notes:

- **TEST 2 ON MARCH 27, 35% OF FINAL GRADE, 3:30-5PM**

Week 13 (April 3 & 5, 2019)

April 3 - IN-CLASS CRITICAL THINKING WORKSHOP - 5%

Readings:

- No assigned readings

April 5 – Course wrap-up and course evaluations

Readings:

- No assigned readings

Notes:

- **IN-CLASS CRITICAL THINKING WORKSHOP - 5%, ON APRIL 3**

Course Policies

Submission of Written Assignments

Your assignments should be typed and double-spaced in either 10 or 12 point Times New Roman or Arial font. Please submit your assignments (hard copies only) in class on the day that they are due. Faxed or emailed assignments will NOT be accepted. Please refer to assignment handouts for information on how, when and where to submit your assignments.

Assignments and exams are marked fairly and carefully. However, in the event that a student disagrees with his/her mark, the following procedure will be followed:

1. The student must write a detailed one-page note (hard copy only; emails will not be accepted) outlining the reason for the review of the mark. This note must be attached to the original assignment and handed in to the instructor
2. The instructor will review the request and review the original assignment and provide the student with written feedback
3. Students must not submit a request for review any earlier than 2 days after the paper are returned and no later than 1 week after
4. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received

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

The due dates for all assignments are fixed and non-negotiable. There will be a deduction of 15% per day for all late assignments, including weekends (15% for the whole weekend). If an assignment is due on Wednesday, but handed in on or after 12:00am on Thursday, the deduction will be 15% for that day and so on. Deductions are calculated

per day, not per 24 hour period. No assignments will be accepted 3 days after the original due date. Please refer to assignment handouts for exact dates. Any late papers/assignments will receive a grade only; no comments.

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”. Please note these regulations have changed beginning Fall 2015.

The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf/>) is a self-reporting tool for Undergraduate Students to report absences that last up to 3 days and provides the ability to request accommodation for any missed academic work. Please note, this tool cannot be used during any final examination period.

You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than 3 days, exceed 1 request per term, or are absent for a reason other than medical, you MUST visit your Associate Dean’s Office (Faculty Office). You may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Computer Use In The Classroom

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

Office Hours and Email Communication

I maintain regular office hours on Wednesdays from 2:30-3:15 pm - no appointment is necessary. Thursday office hours, from 1-2pm, are by appointment only. Please email

me on Wednesday by 4:30pm to meet on a Thursday. I am also available by email (clancysj@mcmaster.ca). Please use proper email etiquette when sending an email: include the course name in your subject line; provide a salutation (Dear Dr. Clancy); and include your name and student number. You can expect a response to your email within 48 hours, **excluding weekends, holidays and university scheduled breaks such as Reading Week, etc.,.**

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 Statement

You are expected to exhibit honesty and use ethical behavior 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 behavior 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 www.mcmaster.ca/academicintegrity.

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 credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

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 [Academic Accommodation of Students with Disabilities](#) policy.

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

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 requiring a RISO accommodation 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.

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.

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.