ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

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<tr>
<th>Course Title</th>
<th>Course Code Number</th>
<th>Credit Value</th>
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<tr>
<td>Aging, Health, and Society</td>
<td>KIN 425</td>
<td>3 credits</td>
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Prerequisites: Kinesiology second year standing.

Course Instructor: Dr. Laura Hurd
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Telephone: (604) 822-4281
Office: Annex Auditorium A, Room 156C, 1924 West Mall
Office Hours: By appointment

Teaching Assistant: Email:

COURSE STRUCTURE

Class Locations: Room 1302, Ponderosa Commons: Oak House
Room 407, West Mall Swing Space

Class Times: Tuesdays and Thursdays, 11am to 12:30pm

The class format will include lectures, discussions, student presentations, and guest speakers. The class will meet as a large group on Tuesdays in Room 1302, Ponderosa Commons: Oak House. On Thursdays (beginning week#4, September 26, 2019), the class will be divided into two, with one group meeting in Room 1302, Ponderosa Commons: Oak House and the other group meeting in the Room 407, West Mall Swing Space. Details regarding the division of the class into two groups to follow.

COURSE DESCRIPTION

This course considers the socio-cultural research and theorizing pertaining to aging, health, and embodiment. In particular, we will focus on older adults’ experiences and perceptions of ageism, body image, chronic illness, consumer culture, dependence, disability, gender, identity, mobility, sexuality, sport, and physical activity.

Rationale

Population aging is dramatically altering Canadian society as there are now more people over the age of 65 than there are under the age of 15 (Statistics Canada, 2016). As Baby Boomers continue to transition into retirement, the aging of Canada’s population will increase such that by 2035 one in four Canadians will be aged 65+. The resultant shift in Canada’s demographic fabric
will have important implications for kinesiologists and other health professionals, many of whom can anticipate working with older clients. This course will equip students with an in-depth understanding of the social context of later life and will, therefore, be invaluable to kinesiology students interested in working with older adults and/or those wanting to pursue future graduate level education in the socio-cultural area of kinesiology.

**SCHEDULE OF TOPICS**

**Week#1 – Introduction**
Note: There is no class on Tuesday, September 3rd. During our first class on Thursday, September 5th, we will discuss the scope and evaluation procedures of the course.

**Week#2 – The Aging Body in Socio-Cultural Context**
This week we will begin to discuss the social context of aging, health, and the body by exploring historical influences, demographic shifts, and changing cultural norms pertaining to later life. We will also begin to explore the concept of embodiment as it pertains to aging.

**Week#3 – Aging, Health, and Successful Aging**
Within gerontology, successful aging has become the dominant paradigm driving research and policy development. This week we will consider the socio-cultural critiques of successful aging and its focus on individual responsibility for health.

**Week#4 – Gender, Aging, and Body Ideals**
This week we will focus on how cultural ideals pertaining to age, gender and the body influence older adults’ embodied perceptions of and experiences.

**Week#5 – Gender Identity, Sexual Orientation, and Health in Later Life**
This week we will explore the research and theorizing concerning older LGBTQ adults and their experiences of aging, embodiment, and health in a heterosexist world.

**Week#6 – Physical Activity and Aging**
This week we will discuss how older adults experience and perceive exercise and physical activity.

**Week#7 – Chronic Illness, Pain, and the Aging Body**
This week we will consider the concepts of biographical disruption and biographical flow as we explore the experience of poor health, pain, and loss of mobility in later life.

**Week#8 – Independence/Dependence and the Aging Body**
This week we will discuss the complex and often conflicting societal meanings attributed to dependence and independence.

**Week#9 – The Socially Active/Inactive Older Body**
This week we will discuss social activity and inactivity in later life with a particular focus on leisure, social isolation, well-being, and the resistance of ageism.
Week#10 – Sexuality and the Aging Body
This week we will discuss sexuality in later life, with particular attention on social taboos surrounding the sexual, older body.

Week#11 – Dementia and Embodiment in Later Life
This week we will discuss the embodied experience of dementia, with particular attention on the relationships between identity and the body.

Week#12 – Technology and the Aging Body
This week we will explore the relationship between embodiment and technology in later life, with a particular focus on assistive technology, mobility, and social inclusion/exclusion.

Week#13: Wrap Up

LEARNING OUTCOMES
Students taking this course will become familiar with the sociological theories and socio-cultural research concerned with aging and embodiment in later life. They will gain an understanding of how aging is a social as well as a physical process. They will further gain knowledge as to how older adults navigate changes to their bodies in relation to cultural norms and stereotypes that privilege health, independence, and youthfulness. Throughout the course, students will be tasked with critically thinking about taken-for-granted cultural assumptions about aging and older adults. They will be given opportunities to reflect on contentious debates about what it means to age successfully and how society works to exclude older adults as full and valued citizens.

Learning Objectives
By the end of this course, students will be able to:

1. Describe the socio-cultural context of aging and having an older body.
2. Describe and explain key sociological concepts in the socio-cultural study of aging, including ageism, body image, embodiment, biographical disruption, biographical flow, the Third and Fourth Ages, and successful aging.
3. Describe how an older adult’s experiences of mobility and physical activity are shaped and constrained by social norms (e.g. ageism, gender norms and roles, etc.) and positions (e.g. age, culture, gender, social class, etc.).
4. Demonstrate proficiency in presenting, critically discussing, and writing about the socio-cultural context of aging, health, and the body.

LEARNING ACTIVITIES
This course is participation intensive. Students are expected to come to class having done the weekly readings and prepared to engage in in-depth, critical discussion of the learning materials. Additionally, students will help lead weekly discussions of the readings, give individual presentations, and provide feedback to their peers about their respective presentations. The course additionally provides students with opportunities to conduct a literature review and write a research paper on a topic of their choosing that fits within the course content. As the course is intended to be a collaborative effort, students’ attendance and active participation in class are crucial components.
LEARNING MATERIALS
There is a Custom Course Package available for purchase from the UBC bookstore that is required reading. A summary of the required reading list will be posted on Canvas.

Class notes, including those from the instructor’s opening remarks and the students’ presentations and additional information about the course, including handouts about the specific assignments, will be made available on the Canvas.

ASSESSMENTS OF LEARNING

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<th>Summary</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Reflection Paper#1</td>
<td>10%</td>
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<tr>
<td>Reflection Paper#2</td>
<td>10%</td>
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<tr>
<td>Presentation</td>
<td>30%</td>
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<tr>
<td>Research Paper</td>
<td>40%</td>
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Participation
Participation marks (10% of the total grade) will be based on four things: a) attendance; b) submission of weekly questions about the readings; c) completion of discussion leader roles, and d) provision of formal feedback regarding peers’ presentations. Students are expected to come to class having read the readings and prepared to actively participate in class discussions. Students must also hand in two, typed questions at the beginning of class on Tuesdays based on that week’s readings (one question per reading). Twice per term, students will assume a leadership role in the class discussion of the weekly readings. Finally, students will be required to provide feedback to the instructor on their peers’ group presentations.

Reflection Papers
Students will complete two critical reflections, each worth 10% of their final grade. Each assignment will require that students write a 500-word essay (two pages double-spaced, not including references of a title page, which must also be included) in response to a question posed by the instructor. For example, you may be asked to consider the strengths and limitations of a particular concept for understanding the experiences of older adults or you may be asked to reflect on a current event using class material. The first reflection paper question will be assigned on Tuesday September 17th (week#3) and will be due in class on Tuesday, September 24th. The second reflection paper question will be assigned on Tuesday, October 22nd (week#8) and will be due in class on Tuesday October 29th. Further details to follow.

Presentation
This assignment is worth 30% of the final grade. Beginning in week#4, students will individually present on topics related to that week’s theme. Presentations can include short video clips but the bulk of the presentation should entail students speaking directly to their peers, using interactive examples, or engaging the class in creative and thoughtful ways. Further details to be provided.

Research Paper
This assignment is worth 40% of the total grade. Each student will write an individual review of the current socio-cultural research on a topic that fits within the scope of the course. Students are
strongly encouraged to write a research paper on the same topic as their presentation (although this is not a requirement). The paper is to be 8 to 10 pages in length, excluding a title page and references list. Papers are to be handed in on the last day of class (Thursday, November 28th). Further details to be provided.

UNIVERSITY POLICIES
UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website.

OTHER COURSE POLICIES

Attendance/Missed Classes
Regular class attendance is mandatory. Students who miss class due to medical/serious family emergencies or as a result of varsity athletic commitments AND who have appropriate documentation will have the option to complete a brief (one to two pages) reflective writing assignment per missed class based on the weekly readings in order to receive their attendance marks. These reflective writing assignments must be handed in upon return to class along with appropriate documentation. Appropriate documentation is not considered to be a note from a family member or other similar person but rather constitutes a letter from varsity athletics, a medical certificate, a death certificate, a funeral leaflet, etc.

Additionally, if the missed class occurs on the day that a student was scheduled to deliver his/her presentation, s/he will need to contact the instructor as soon as possible so as to reschedule for an alternative time. Once again, appropriate documentation will be required in order to justify the rescheduling of the assignments or the student will receive a zero.

Extensions
Extensions for the research paper will only be granted in cases of medical or serious family emergencies, and only when appropriate supporting documentation is provided. Students must contact the instructor prior to the due date of the paper in order to obtain an extension.

Late Papers
Late reflection papers and research papers will be accepted with a penalty of two marks per day (including weekends) out of the total 40 marks for the assignment, with each day ending at 4pm. Because we have limited reception hours at the Annex Auditorium A, students should hand in late assignments to the School of Kinesiology main office in War Memorial Gym (Room 210), which is open Monday to Friday from 9am to 4pm.
Email
Questions through email are always welcome but please be aware that it may take me up to 24 hours to respond to your email and I do not check email on weekends. Please include your course name (i.e. KIN 425) in the subject line of your email.

Learning Analytics
Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the Canvas learning technology, which will enable the instructor to capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to review statistics on course content being accessed to support improvements in the course.

Copyright
All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. The Instructor does NOT permit students to record her classes.