



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

| Course Title | Course Code Number | Credit Value |
|----------------------------|--|--------------|
| Aging, Health, and Society | KIN 460 (formerly KIN 425) 2020W Term 1 | 3 credits |

Prerequisites: Kinesiology second year standing.

Course Instructor: Dr. Laura Hurd

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COURSE STRUCTURE

Class Location: Online

Format: Each week there will be:

- a recorded lecture
- an assigned documentary case study
- an online discussion (small groups)

Additionally, there will be **five** synchronous (live) Question and Answer (Q & A) sessions held on the following days:

- Thursday, September 10 at 11 AM (Introduction)
- Tuesday, October 6 at 11 AM (Re: Reflection Paper)
- Tuesday, October 27 at 11 AM (Re: Research Paper Proposal)
- Thursday, November 19 at 11 AM (Re: Research Papers)
- Thursday, December 3 at 11 Am (Wrap Up)

COURSE DESCRIPTION

This course considers the socio-cultural research and theorizing pertaining to aging and health. In particular, we will focus on older adults' experiences and perceptions of growing older more generally and, in particular, ageism, body image, chronic illness, consumer culture, (in)dependence, (dis)ability, gender, identity, mobility, sexuality, sport, and physical activity.

SCHEDULE OF TOPICS

Week#1 – Introduction (*September 8 – 14*)

The first week is introductory in focus as we will introduce ourselves, consider the scope of the course, and go over evaluation procedures.

Week#2 – The Aging Body in Socio-Cultural Context (*September 15 – 21*)

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.

Week#3 – Aging, Health, and Successful Aging (*September 22 – 28*)

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 (*September 29 – October 5*)

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 (*October 6 – 12*)

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 (*October 13 – 19*)

This week we will discuss how older adults experience and perceive exercise and physical activity.

Week#7 – Chronic Illness, Pain, and the Aging Body (*October 20 – 26*)

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 (*October 27 – November 2*)

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 (*November 3 – 9*)

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 (*November 10 – 16*)

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 (*November 17 – 23*)

This week we will discuss the lived experience of dementia, with particular attention on the relationships between identity and the body.

Week#12 – Technology and the Aging Body (November 24 – 30)

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 (December 1 – 4)

LEARNING OUTCOMES

Students taking this course will become familiar with the sociological theories and socio-cultural research concerned with aging. 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 health/illness in later life.
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 growing older are shaped and constrained by social norms (*e.g. ageism, gender norms and roles, healthism, etc.*) and positions (*e.g. age, ability, culture, gender identity, sexual orientation, social class, etc.*).
4. Demonstrate proficiency in critically discussing and writing about the socio-cultural context of aging and health.

LEARNING MATERIALS

There is a Custom Course Package available for purchase from the UBC bookstore that is required reading. Required readings are also available through the Library Online Course Reserves (LOCR) through Canvas. A summary of the required readings, links to the readings, lecture notes, and information about course assignments are all posted on Canvas.

ASSESSMENTS OF LEARNING

Summary

| | |
|-------------------------|-----|
| Participation | 20% |
| Reflection Paper | 30% |
| Research Paper Proposal | 10% |
| Research Paper | 40% |

Participation – 20%

Students are expected to actively participate in weekly, small group, online discussions. Additionally, twice per term, each student will be the designated leader of their weekly

discussion group, which will also require that they complete a summary of the weekly discussion.

Reflection Paper – 30%

This assignment will require that students write a **500-word essay (two pages double-spaced word document, not including references or a title page, which must also be included)** in response to a question posed by the instructor. The **reflection paper** question will be assigned on Tuesday October 6th and will be **due on Tuesday, October 13th** (Week#6) (uploaded to Canvas by 11 AM Pacific Standard Time).

Research Paper Proposals – 10%

Student will write a one page proposal outlining their chosen topic for their research paper. The proposal is **due on Tuesday, November 3rd** (Week#9) (uploaded to Canvas by 11 AM Pacific Standard Time). The proposal will include a brief (~150 words) description of the topic, a research question (what/why/how) that the paper will seek to answer by reviewing the recent literature, and an initial list of **five** proposed sociological or socio-cultural journal articles (formatted in APA) on the chosen topic.

Research Paper – 40%

Building from the proposal, this assignment will require that students write a review of the current socio-cultural research on their chosen topic. The paper is to be 6 to 8 pages in length, not including a title page and references list (formatted in APA), which are also required. Papers are due on Thursday, December 3rd (uploaded to Canvas by 11 AM Pacific Standard Time).

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, but not limited to, 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

Academic Concession

Students who are unable to attend class or complete assignments due to medical circumstances, family emergencies, or conflicting responsibilities may be eligible and may apply for academic concession through the KIN Advising Office. Please see this link for more details:

<https://kin.educ.ubc.ca/undergraduate/bkin/academic-concession/>. If academic concession is granted, the instructor will provide the student with either a make-up assignment (in the case of missed online discussions) or an extension (for reflection papers, proposals, or research papers).

Note: Students are strongly advised to request/apply for academic concession in advance of the missed discussion week or assignment deadline and no later than 48 hours after a missed class. Here is the link to apply: <https://kin.educ.ubc.ca/undergraduate/bkin/academic-concession/concession-itw/>

Late Papers

Late reflection papers, proposals, and research papers will be accepted with a penalty of two marks per day (including weekends) out of the total for the assignment, with each day ending at 4 PM.

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 460) in the subject line of your email. Where possible, students are encouraged to first contact their assigned TA for assistance.

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.

Students outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/supportresources/freedom-expression>