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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code Number</th>
<th>Credit Value</th>
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<tbody>
<tr>
<td>Aging, Health, and Society</td>
<td>KIN 460</td>
<td>3 credits</td>
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<td>(Formerly KIN 425)</td>
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Prerequisites: Kinesiology second year standing.

Course Instructor: Dr. Laura Hurd
Email: laura.hurd@ubc.ca
Telephone: (604) 822-4281
Office: Annex Auditorium A, Room 156C, 1924 West Mall
Office Hours: By appointment or during the following sessions:
  - Tuesday, January 18 @ 11 AM to 12:20 PM (Week 2) (drop-in)
  - Tuesday, February 1 @ 11 AM to 12:20 PM (Week 4) (drop-in)
  - Tuesday, February 15 @ 11 AM to 12:20 PM (Week 6) (drop-in)
  - Tuesday, February 29 @ 11 AM to 12:20 PM (Week 7) (drop-in)
  - Tuesday, March 22 @ 11 AM to 12:20 PM (Week 10) (drop-in)
  - Tuesday, April 5 @ 11 AM to 12:20 PM (Week 12) (scheduled appointments)

Teaching Assistants:
Lisa Trainor - lisa.trainor@ubc.ca
Catherine Tran - catherine.tran@ubc.ca

COURSE STRUCTURE

Class Location: Online

Format: Each week there will be:
  - a recorded lecture
  - an assigned documentary case study
  - a worksheet and/or an online discussion (small groups)

Additionally, there will be six synchronous (live) classes held on the following days:
  - Tuesday, January 11 at 11 AM (Introduction)
  - Tuesday, January 25 at 11 AM (Theory)
  - Tuesday, February 8 at 11 AM (Reflection Paper)
  - Tuesday, March 8 at 11 AM (Proposals)
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.

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 – The Aging Body in Socio-Cultural Context (January 10 - 14)
Week 2 – Health, Aging, and Social Norms (January 17 - 21)
Week 3 – Gender, Aging, and Body Ideals (January 24 - 28)
Week 4 – Gender Identity and Sexual Orientation (January 31 – February 4)
Week 5 – Physical Activity in Later Life (February 7 - 11)
Week 6 – Reflection Papers (February 14 - 18)
Midterm Break (February 21 – 25)
Week 7 – Independence and Dependence (February 28 – March 4)
Week 8 – Social Activity/Inactivity in Later Life (March 7 - 11)
Week 9 – Sexuality and Aging (March 14 - 18)
Week 10 – Dementia (March 21 - 25)
Week 11 – Technology and the Aging Body (March 28 – April 1)
Week 12: Wrap Up (April 4 - 8)

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 (e.g. age-related discrimination, 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 ideals/norms, 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. A summary of the required readings, links to the readings, lecture notes, and information about course assignments are all posted on Canvas.

Learning Activities
This course will adopt a hybrid approach to online learning. As such, there will be a combination of synchronous and asynchronous learning activities:

- Synchronous: Six Live Classes (see page 1 for dates)
- Asynchronous: Recorded lectures, weekly documentaries, and weekly worksheets and/or online discussions
ASSESSMENTS OF LEARNING

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<tr>
<th>Summary</th>
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<tbody>
<tr>
<td>Worksheets</td>
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<tr>
<td>Online Discussions</td>
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<tr>
<td>Discussion Facilitation</td>
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<td>Reflection Paper</td>
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<tr>
<td>Research Paper Proposal</td>
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<td>Research Paper</td>
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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 5 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.

**Academic Accommodation for Students with Disabilities**
The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact and register with Access and Diversity without delay (http://students.ubc.ca/about/access). Please contact Dr. Hurd early to discuss any accommodations that you require. Dr. Hurd also welcomes feedback and suggestions on how to make this course more widely accessible to students with a disability.

**Inclusivity Statement**
School of Kinesiology courses take place in learning environments that are inclusive of age, ability, class, ethnicity, gender expression, gender identity, gender expression, race, sexual orientation, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in our classes, course content, discussions and assignments. Please feel welcome to email Dr. Hurd and the Teaching Assistants your name and pronouns and how you would like these to be used.

**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