

McMaster University
Department of Sociology
Selected Issues in the Sociology of Aging: Aging and Care
Sociology 4PP3
Fall 2015

Class meeting day and time: Thursdays, 2:30 pm - 5:20 pm

Class location: KTH B107

Instructor: Rachel Barken

E-mail: barkenre@mcmaster.ca

Phone: 905 525 9140 ext. 20423

Office: KTH 607

Office Hours: Thursdays 1-2 pm, or upon appointment.

Course Description:

In political, popular, and academic discussions, questions abound regarding the care needs of a growing population of older people who experience physical and cognitive declines. **Aging and Care** explores contemporary challenges and opportunities associated with giving and receiving care in later life. We will examine personal experiences of care in relation to socio-structural and cultural contexts and social locations of difference (e.g., age, gender, class, race, ethnicity, sexuality, able-bodiedness). Focusing on diversity and change to care arrangements in Canada and elsewhere, we will explore the tensions and contradictions that arise between policy frameworks for later life care and the everyday realities of people who are involved in care relationships. Through written and oral assignments students will have the opportunity to question taken-for-granted assumptions about later life care and to develop a critical understanding of the contributions of sociology to the study of aging and care.

Course Format:

Aging and Care is a fourth year seminar that involves short lectures, student-led discussions, participatory activities, and guest speakers. Students will be required to self-reflect, exchange ideas with their peers, and to lead and participate in class discussions. To succeed in this course it is necessary for you to do all readings in advance of class and to attend and actively participate in each class.

Avenue to Learn: We will use Avenue to Learn throughout this course. I will post readings and updates on Avenue to Learn. You may use the discussion board to communicate with your peers regarding course content.

It is your responsibility to check Avenue to Learn prior to each class for updates or changes. To access our Avenue to Learn page, please visit <http://avenue.mcmaster.ca/>. If you are registered for the course you should be able to access our Avenue to Learn page. It may take up to 24 hours after you register to gain access to our Avenue to Learn page.

Students should be aware that, when they access Avenue to Learn, 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.

Intended Learning Outcomes:

By the end of this course, students should be able to:

1. Understand the policy context that guides the provision of later life care in Canada.
2. Identify and critically appraise the challenges and opportunities facing older people in need of care, family/friend caregivers, and paid care workers.
3. Critique dominant assumptions about later life care, including those that are upheld in social policy and in popular society.
4. Be able to apply sociological theories to the practical context of later life care.
5. Demonstrate enhanced critical thinking, writing, and oral communication skills.

This course addresses three University Undergraduate Degree Level Expectations (see <http://cill.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>). First, students will gain knowledge of diverse theories and perspectives on aging and care, thus expanding the student's depth and breadth of knowledge. Second, students will be required to critically reflect on various perspectives on aging and care. In doing so, they will gain experience in developing lines of argument and making sound judgments. Finally, this course will encourage students to discuss key issues in class and grading is based on oral and written assignments. In each case, the student's communication skills will be challenged and enhanced.

Course Assessments:

Assessment	Due Date	Weight
1. Peer feedback on 10 weekly reading reflections	Ongoing, in class (see schedule)	20%
3. Student-led class discussion	Ongoing	20%
4. Paper proposal	October 8	15%
5. Critical film analysis	Nov. 19	10 %
6. Paper	December 3	35%
		TOTAL: 100%

Rubrics for all assignments (excluding weekly reflections) are available on Avenue to Learn. You are expected to use these rubrics when you are completing assignments. Carefully following the rubric will help ensure that your assignments meet or exceed the evaluation criteria.

Please note that 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 your responsibility to check your McMaster email and course websites weekly during the term and to note any changes.

Assessments and Evaluation Criteria:

1. WEEKLY REFLECTIONS: The purpose of these assignments is for you to demonstrate that you have read and thought critically about weekly readings. For each of 10 weeks you will bring a 1-page reflection of the readings assigned for that week. Weekly reflections are due **in hard copy** at the beginning of every class. Each reflection should include a brief summary of the main points in the reading and one discussion question. Your questions will be used to guide class discussion.

At the beginning of the class you will exchange your reflection with a partner. You will spend ten minutes reading your partner's reflection and providing feedback. You must hand in each reflection with your name on it, and write your name on your partner's reflection after you have provided feedback.

Grade breakdown: In total the weekly reflections are worth 20% of your final grade. Each reflection is worth 2 marks: you will receive 1 mark for handing in a reflection and one mark for giving feedback on a peer's reflection (as indicated by your name on a peer's reflection).

If you are not present in class you will be unable to submit a reflection for that week.

3. STUDENT-LED CLASS DISCUSSION: The purpose of this assignment is for you to improve your presentation skills and to demonstrate a knowledge of the topic for one week of the course that extends beyond the assigned course readings.

Working in groups of 2 to 3 you will be responsible for leading the class discussion for one week. Your presentation will include the following:

- A brief, critical summary of the key points in the readings for the week that links the articles together.
- A presentation of (a) another peer-reviewed academic journal article and (b) a newspaper article that is relevant to the week's topic.
- Two to three discussion questions posed to the class.

Your presentation and discussion (including class participation) should last between 45 minutes and one hour. You are encouraged to be creative in your presentation and to include visual mediums such as powerpoint slides and videos.

You will also be responsible for posting a citation for the academic article and a link to the newspaper article in a discussion forum on Avenue to Learn. These resources will then be available for all students to use. This must be done before class on the same day of your presentation. Marks will be deducted if you post the links late, in accordance with late penalties outlined on p. 5

Grade breakdown: The class discussion is worth 20% of your final grade. All group members are expected to contribute equally to the group presentation; therefore each group member will receive the same grade.

4. PAPER PROPOSAL: The purpose of this assignment is for you to begin to develop your final paper and to receive some preliminary feedback prior to its final submission. You will hand in a proposal that outlines the questions you will explore in your final paper, why it is an important topic, and an outline of the arguments you plan to make. Here are some examples of broad questions to explore in your final paper, although you are free to modify these or propose others:

- How do adult children balance employment and caring for aging parents?
- How does racism affect the experiences of paid care workers?
- What are some of the key differences/similarities between home and long-term residential care?
- What do independence and dependence mean to older people who are receiving care?
- What gender differences exist in caregiving?
- How do social policies structure older people's access to care and/or the working conditions of care workers?
- How do people experience transitions from one care setting to another?
- How can technology affect experiences of giving and receiving care?
- What are some of the key issues that affect members of marginalized groups in need of care (e.g., LGBTQ people, racialized/ethnic minorities, etc.)?

The proposal should be 3 to 4 pages. You should also attach a list of at least five peer-reviewed academic references you intend to use in your final paper. You are free to reference class readings in your final paper, but your proposal must include five references that you locate independently (i.e., are not on the class reading list or used in student-led class discussions). Your proposal will be evaluated based on the relevance of the topic and appropriateness of the references.

I will return your proposal with feedback by **October 22**. This feedback is intended to help you write a high quality final paper. *If you receive a low grade on your paper proposal, or if the feedback provided is unclear to you, I highly recommend that you visit me during office hours for assistance.*

Grade breakdown: The paper proposal is worth 15% of your final grade.

4. CRITICAL FILM ANALYSIS: The purpose of this assignment is to watch a film that will stimulate critical thinking on some key issues related to aging and care in Canada. **There will be no class on November 12.** You are expected to watch one of the following films at home:

Flahive, G., & McLeod, I. (2004). *House calls* [Motion picture]. Canada: National Film Board of Canada. <https://www.nfb.ca/film/house-calls>.

Kastner, J. (2004). *Bunny & Leona: Rage against the darkness* [Motion picture]. Canada: JS Kastner Productions. <http://hotdocslibrary.ca/en/detail.cfm?filmId=25765>.

Both films are available to view for free online.

Based on your viewing of the film, you will submit a 3 to 4 page critical reflection that addresses the following questions:

- What key issues are raised in the film?
- How does the film depict older people in need of care?
- What challenges are raised for older people in need of care (and their families)?
- What challenges are raised for health care providers?
- Are the responses to older people's care needs adequate? How might responses be adapted to better meet the needs of older people (and their families)?

Grade breakdown: The film analysis is worth 10% of your final grade.

FINAL PAPER: The purpose of this assignment is for you to explore in greater depth a topic related to aging and care that interests you, as identified in your proposal. Your paper should demonstrate a clear argument and an in-depth knowledge of the sociological literature relevant to your chosen topic. It should move beyond simply describing the literature to analyzing the relevance of social, structural, and/or cultural contexts for care arrangements (e.g., instead of “*it can be hard for older people to access home care,*” something like “*authors like Aronson explain how, in a neo-liberal context where services are restricted to reduce government spending, it can be difficult for older people to access home care.*”).

Your final paper should be 10 to 12 pages. It will be evaluated based on the structure and organization of your argument, evidence critical thinking and analysis, quality of writing, use of references, and appropriate formatting. In class I will give guidance on researching, structuring, and writing your paper.

Course policies:

Format for assessments: You are expected to use **APA style** for citations, references, and formatting all assignments. For further information on APA please consult style guide, such as <https://owl.english.purdue.edu/owl/resource/560/01/>.

All assignments should be typed in 12-point Times New Roman font and double-spaced, with one-inch margins on all sides. For all written assignments (excluding weekly reflections) you should include a title page that states your name, the course code and date, the name of the assignment (e.g., final paper), and the title of your paper.

Submission of course work: All written assignments (excluding weekly summaries) must be submitted in Dropbox on Avenue to Learn. Assignments are due by 2:30 pm (immediately before class) on the day they are due. Assignments that are submitted later than 2:30 pm on the day they are due will be considered one day late.

When submitting your assignment in Dropbox on Avenue to Learn the filename should include your last name and the name of the assignment: e.g., Barken_filmreview.

Weekly summaries are due **in hard copy** at the beginning of class on the day they are due. Late summaries will not be accepted, and you will be unable to submit a summary if you do not attend class.

Do NOT fax assignments. Please see your instructor for the most appropriate way to submit assignments.

The Sociology staff do NOT date-stamp assignments, nor do they monitor the submission or return of papers.

Late penalties: Late assignments will be penalized at a rate of 5% per day, including weekends. Assignments that are submitted more than one week after the day they are due will automatically receive a grade of zero. If you need an extension on an assignment due to illness, bereavement, etc. please submit the appropriate paperwork with the Associate Dean of Social Sciences. If approved, you will be granted an extension as necessary.

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.

Review of grades: I will be diligent in marking all assignments fairly and accurately. Occasionally, students may disagree with the marks they receive. If this occurs I will be happy to review the mark of any assignment, if the procedure outlined below is followed. To request a review of a mark write a 1-page typed memo that describes in detail the nature of the perceived marking error. Submit this memo (in person only) to me in class or during office hours. You may submit requests for review no sooner than 48 hours and no later than 2 weeks after the assignments are returned to the class. Please note that when a mark is reviewed the new mark may be lower than the original.

E-mail policy: Please contact me via McMaster e-mail with questions or concerns. Please do not send or address e-mails through Avenue to Learn. Please send all e-mails to barkenre@mcmaster.ca. It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors, 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.

Please note the course code (4PP3) in the subject line. You can normally expect a reply to your e-mail within 48 hours (excluding weekends). There may be certain times when I am away from my e-mail and will be unable to reply within 48 hours. I will provide advance notice if this happens.

Please note that it is best to raise questions about course content (e.g., “I don’t understand this theory) in class, tutorials, or office hours. There will be ample time to do this.

Academic Dishonesty: Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and 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 kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

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.

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.

Course Modification: 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 Avenue to Learn weekly during the term and to note any changes.

Computer use: 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.

General communication: Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (e.g. class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

Course Schedule:

*Almost all readings are available electronically via the McMaster Library. Links to the readings will be available on Avenue to Learn. The only exceptions are Gee (2000) and Martin-Matthews (2000) (see week 2), and Stone (2003) (see week 3). These readings are available at Mills Library.

Week 1: Thurs. Sept. 10

Topics:	<ul style="list-style-type: none"> • Why study aging and care? • Introduction and overview of course
Readings Completed:	<ul style="list-style-type: none"> • • N/A •
Due:	<ul style="list-style-type: none"> • N/A
In-class activities	<ul style="list-style-type: none"> • Instructor and student introductions. • Introduction to course content and theoretical frameworks. • Review of course format and assignments. • Sign-up for student-led discussion. • Student questionnaire.

Week 2: Thurs. Sept. 17

Topics:	<ul style="list-style-type: none"> • Situating aging and care
Readings Completed:	<ul style="list-style-type: none"> • Chappell, N. L., & Funk, L. M. (2011). Social support, caregiving, and aging. <i>Canadian Journal on Aging</i>, 30(3), 355–370. • Gee, E.M. (2000). Population and politics: Voodoo demography, population aging, and social policy. In E.M. Gee and G. Gutman (eds.), <i>The overselling of population aging</i> (pp. 5-25). Don Mills, ON: Oxford. • Martin-Matthews, M. (2000). Intergenerational caregiving: How apocalyptic and dominant demographics frame the questions and shape the answers. In E.M. Gee and G. Gutman (eds.), <i>The overselling of population aging</i> (pp. 64-80). Don Mills, ON: Oxford.
Due:	<ul style="list-style-type: none"> • Weekly reflection
In-class activities	<ul style="list-style-type: none"> • Instructor led-discussion on course readings.

Week 3: Thurs. Sept. 24

Topics:	<ul style="list-style-type: none"> • Care need, dependence, and independence
Readings Completed:	<ul style="list-style-type: none"> • Ball, M. M., Perkins, M. M., Whittington, F. J., Hollingsworth, C., King, S. V, & Combs, B. L. (2004). Independence in assisted living. <i>Journal of Aging Studies</i>, 18(4), 467–483. • Fine, M.D., & Glendinning, C. (2005). Dependence, independence or inter-dependence? Revisiting the concepts of “care” and “dependency.” <i>Ageing & Society</i>, 25(4), 601–621.

	<ul style="list-style-type: none"> Stone, S. (2003). Disability, dependence, and old age. <i>Canadian Journal on Aging</i>, 22(1), 59–68.
Due:	<ul style="list-style-type: none"> Weekly reflection
In-class activities	<ul style="list-style-type: none"> Student-led discussion.

Week 4: Thurs. Oct. 1

Topics:	<ul style="list-style-type: none"> Accessing care
Readings Completed:	<ul style="list-style-type: none"> Aronson, J. (2002). Elderly people's accounts of home care rationing: Missing voices in long-term care policy debates. <i>Ageing & Society</i>, 22(4), 399–418. Grenier, A., & Guberman, N. (2009). Creating and sustaining disadvantage: The relevance of a social exclusion framework. <i>Health and Social Care in the Community</i>, 17(2), 116–124. Keefe, J. (2011). <i>Supporting caregivers and caregiving in an aging Canada</i>. Montreal: Institute for Research on Public Policy.
Due:	<ul style="list-style-type: none"> Weekly reflection
In-class activities	<ul style="list-style-type: none"> Student-led discussion.

Week 5: Thurs. Oct. 8

Topics:	<ul style="list-style-type: none"> Diverse family caregiving arrangements
Readings Completed:	<ul style="list-style-type: none"> Brotman, S., Ryan, B., Collins, S., Chamberland, L., Cormier, R., Julien, D., ... Richard, B. (2007). Coming out to care: Caregivers of gay and lesbian seniors in Canada. <i>The Gerontologist</i>, 43(2), 192–202. Gladstone, J. W., Dupuis, S.L., & Wexler, E. (2006). Changes in family involvement following a relative's move to a long-term care facility. <i>Canadian Journal on Aging</i>, 25(1), 93-106. Roberto, K.A., & Blieszner, R. (2015). Diverse family structures and the care of older persons. <i>Canadian Journal on Aging</i>, 34(3), 305-320.
Due:	<ul style="list-style-type: none"> Weekly reflection Paper proposal
In-class activities	<ul style="list-style-type: none"> Student-led discussion. Informal instructor/course evaluation.

****No classes on Thurs. Oct. 15 due to mid-term recess**

Week 6: Thurs. Oct. 22

Topics:	<ul style="list-style-type: none"> Paid care work
Readings Completed:	<ul style="list-style-type: none"> Daly, T., & Szebehely, M. (2012). Unheard voices, unmapped terrain: Care work in long-term residential care for older people in Canada and Sweden. <i>International Journal of Social Welfare</i>, 21(2), 139-148. Denton, M.A., Zeytinoglu, I. U., Brookman, C., Plenderleith, J., &

	<p>Barken, R. (2015). Task shifting in the provision of home and social care in Ontario, Canada: Implications for quality of care. <i>Health & Social Care in the Community</i>, 23(5), 485-492.</p> <ul style="list-style-type: none"> • Stacey, C. L. 2005. Finding dignity in dirty work: The constraints and rewards of low-wage home care labour. <i>Sociology of Health and Illness</i>, 27(6), 831-854.
Due:	<ul style="list-style-type: none"> • Weekly reflection
In-class activities	<ul style="list-style-type: none"> • Student-led discussion. • Return paper proposal with feedback and discuss.

Week 7: Thurs. Oct. 29

Topics:	<ul style="list-style-type: none"> • Gender and caregiving
Readings Completed:	<ul style="list-style-type: none"> • Calasanti, T. M. & King, N. (2007). Taking 'women's work' like a 'man': Husbands' experiences of care work. <i>The Gerontologist</i>, 47(4), 516-527. • Campbell, L. D., & Carroll, M. P. (2007). The incomplete revolution: Theorizing gender when studying men who provide care to aging parents. <i>Men and Masculinities</i>, 9(4), 491-508. • Horton, K. & Arber, S. (2004). Gender and the negotiation between older people and their carers in the prevention of falls. <i>Ageing & Society</i>, 24, 75-94.
Due:	<ul style="list-style-type: none"> • Weekly reflection
In-class activities	<ul style="list-style-type: none"> • Student-led discussion.

Week 8: Thurs. Nov. 5

Topics:	<ul style="list-style-type: none"> • Race, ethnicity, and care
Readings Completed:	<ul style="list-style-type: none"> • Bourgeault, I. L., Atanackovic, J., Rashid, A., & Parpia, R. (2010). Relations between immigrant care workers and older persons in home and long-term care. <i>Canadian Journal on Aging</i>, 29(1), 109-118. • Martin-Matthews, A., Sims-Gould, J., & Naslund, J. (2010). Ethno-cultural diversity in home care work in Canada: Issues confronted, strategies employed. <i>International Journal of Ageing and Later Life</i>, 5(2), 77-101. • Williams, F. (2010). Migration and care: Themes, concepts and challenges. <i>Social Policy & Society</i>, 9(3), 385-396.
Due:	<ul style="list-style-type: none"> • Weekly reflection
In-class activities	<ul style="list-style-type: none"> • Student-led discussion.

Week 9: Thurs. Nov. 12 *NO CLASS THIS WEEK*

Topics:	<ul style="list-style-type: none"> • Aging and care on film
Readings Completed:	<ul style="list-style-type: none"> • None: watch either of the films list below online and write a critical reflection: <p>Flahive, G., & McLeod, I. (2004). <i>House calls</i> [Motion picture]. Canada: National Film Board of Canada.</p> <p>Kastner, J. (2004). <i>Bunny & Leona: Rage against the darkness</i> [Motion picture]. Canada: JS Kastner Productions.</p>
Due:	<ul style="list-style-type: none"> • N/A

Week 10: Thurs. Nov. 19

Topics:	<ul style="list-style-type: none"> • Technology and care
Readings Completed:	<ul style="list-style-type: none"> • Loe, M. (2010). Doing it my way: Old women, technology, and well-being. <i>Sociology of Health & Illness</i>, 39(2), 319-344. • McCreadie, C., & Tinker, A. (2005). The acceptability of assistive technology to older people. <i>Ageing & Society</i>, 25(1), 91-110. • Mort, M., Roberts, C., & Callén, B (2013). Aging with telecare: Care or coercion in austerity? <i>Sociology of Health & Illness</i>, 35(6), 799-812. <p><i>OPTIONAL:</i></p> <ul style="list-style-type: none"> • Woodward, A.T. et al. (2011). Technology and aging project: Training outcomes and efficacy from a randomized field trial. <i>Ageing International</i> 36, 46-65.
Due:	<ul style="list-style-type: none"> • Weekly reflection • Critical film analysis
In-class activities	<ul style="list-style-type: none"> • Student-led discussion. • Guest speaker on ipad program for seniors: Rachel Weldrick.

Week 11: Thurs. Nov. 26

Topics:	<ul style="list-style-type: none"> • Care, bodies, and sexualities
Readings Completed:	<ul style="list-style-type: none"> • Frankowski, A.C., & Clarke L.J. (2009). Sexuality and intimacy in assisted living: Residents' perspectives and experiences. <i>Sexuality Research and Social Policy: Journal of NRC</i>, 6(4), 25-37. • Twigg, J. (2000). Carework as a form of bodywork. <i>Ageing & Society</i> 20, 389-411. • Whitaker, A. (2010). The body as existential mid-point—the ageing and dying bodies of nursing home residents. <i>Journal of Aging Studies</i>, 24, 96-104.
Due:	<ul style="list-style-type: none"> • Weekly reflection
In-class activities	<ul style="list-style-type: none"> • Student-led discussion.

Week 12: Thurs. Dec. 3

Topics:	<ul style="list-style-type: none"> • Dementia and care
Readings Completed:	<ul style="list-style-type: none"> • Dupuis, S.L., Wiersma, E., & Loiselle, L. (2012). Pathologizing behaviour: Meanings of behaviours in dementia care. <i>Journal of Aging Studies</i>, 26(2), 162-173. • Jacklin, K., Pace, J.E., & Warry, W. (2015). Informal dementia caregiving among indigenous communities in Ontario, Canada. <i>Care Management Journals</i>, 16(2), 106-120. • Kontos, P. (2004). Ethnographic reflections on selfhood, embodiment and Alzheimer's Disease. <i>Ageing & Society</i>, 24(6), 829–849. <p><i>OPTIONAL:</i></p> <ul style="list-style-type: none"> • Bailey, S., Scales, K., Lloyd, J., Schneider, J., & Jones, R. (2015). The emotional labour of health-care assistants in inpatient dementia care. <i>Ageing & Society</i>, 35(2), 246-269.
Due:	<ul style="list-style-type: none"> • Weekly reflection • Final paper
In-class activities	<ul style="list-style-type: none"> • Student-led discussion. • Guest speaker on dementia in Indigenous communities: Dr. Jessica Pace. • Course wrap-up. • Final course evaluation.