

**Faculty of Liberal Arts and Professional Studies
York University
Department of Sociology**

Course: AP SOCI 4680 3.00 – Women and Aging **Webpage:** <http://moodle.info.yorku.ca>

Term: Fall 2018

Course director:

Rachel Barken

rbarken@yorku.ca

Office hours: Mondays, 12:00 pm – 1:00 pm, 359 York Lanes

Class time and location:

Mondays, 8:30 am – 11:30 am
008 Accolade East Building (ACE)

Description:

Women and Aging examines the intersection of aging and gender. The purpose of this course is to assist students in developing an advanced understanding of key theoretical frameworks and substantive topics in the sociology of women and aging. Women's experiences of aging will be examined in relation to political and historical contexts, cultural values and beliefs, and social locations of difference (i.e., gender, class, race, ethnicity, sexuality, ability). Topics to be explored include work and retirement, family ties, health, care work, beauty and body work, and social activism and change, among others.

Women and Aging is a fourth-year seminar that involves weekly lectures and readings, student-led presentations, group discussions, and hands-on learning opportunities. Students will be required to self-reflect, exchange ideas with their peers, and to lead and participate in class discussions. Assessment methods include written assignments and oral presentations. To be successful in this course, students must attend and actively participate in all classes and complete all readings and assignments.

Learning objectives:

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

1. Possess knowledge of the main theoretical perspectives and empirical areas of investigation in the sociology of women and aging.
2. Critically apply theoretical perspectives to substantive issues relevant to gender and aging, and to the 'lived experiences' of older women.
3. Demonstrate an understanding of the links between (a) experiences of gender and aging at the individual level, (b) social institutions (e.g., healthcare, retirement, family) and (c) social relations of difference (i.e., age, gender, class, race, ethnicity, sexuality, able-bodiedness).
4. Demonstrate enhanced critical thinking, writing, and oral communication skills.

Text and readings:

Calasanti, T.M & Slevin, K.F (eds.) (2006). *Age matters: Realigning feminist thinking*. New York: Routledge.

Additional readings available on Moodle.

All readings should be completed **before** class for the week they are assigned. Please see the attached course schedule for each week's readings.

Evaluations:

Assessment	Due Date	Weight
Student-led class discussion	Ongoing	15%
TCPS Course on Research Ethics	Mon. Oct. 1	5% (pass/fail)
Class participation	Ongoing	15%
Life course analysis assignment 1: Reflection paper	Mon. Oct. 29	20%
Critical film analysis (Gen Silent)	Mon. Nov. 12	15%
Life course analysis assignment 2: Final paper	Mon. Dec. 3	30%

Instructions and rubrics for all assignments are posted on Moodle and will be reviewed in class.

Course policies:

Moodle: I will post lecture slides, readings, updates, and grades on Moodle. You will submit work via the Assignment Tool on Moodle.

Grading: Assignments will bear a number grade out of 100 (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>. Please refer to the rubrics posted on Moodle for details on grading for each assignment.

Few students are aware that they may take a course using the un-graded option of pass/fail. A graded course may be converted to the un-graded option only within the first two weeks of the term. For further information on the un-graded option, consult the undergraduate calendar website: <http://myacademicrecord.students.yorku.ca/pass-fail-option>.

Assignment Submission: All written work must be submitted via the Assignment Tool on Moodle. Assignments are due by 8:30 am (immediately before class) on the day they are due. Please DO NOT submit hard copies of your assignments in class. Assignments that are submitted later than 8:30 am on the day they are due will be considered one day late.

When submitting your work via the Assignment Tool on Moodle, use the following format for the file name: your last name and the name of the assignment (e.g., Barken_life course analysis reflection paper). Please note that Moodle will only accept PDF files.

Formatting: Please use **APA style** for citations, references, and formatting all assignments. For further information on APA please consult a 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. All written assignments must include a title page with your name, the course code and date, and the name of the assignment (e.g., Life course analysis reflection paper).

Late Penalty: Late assignments will be penalized at a rate of 5% per day, including weekends. Assignments that are submitted later than 8:30 am on the day they are due will be considered one day late. Assignments that are submitted more than one week after the day they are due will automatically receive a grade of zero. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be considered but will require supporting documentation (e.g., a doctor's letter).

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 at rbarken@yorku.ca with questions or concerns. You can expect to receive a reply to your email within 48 hours, excluding weekends. Please note that it is best to raise questions about course content (e.g., “I don’t understand this concept) in class or during office hours. There will be ample time to do this.

University-wide policies: The attached document “Important Course Information for Students” outlines university-wide policies on academic honesty and integrity, access/disability, ethics review, religious observance accommodation, and student conduct. Please do not hesitate to contact with questions about any of these policies.

Course schedule

Date	Topic	Readings	Due
Mon. Sept. 10	Introduction	N/A	
Mon. Sept. 17	Theoretical perspectives and demographic trends	Calasanti & Slevin, Ch. 1 & 3 Hudon, T., & Milan, A. (2016). Senior women. <i>Women in Canada: A gender-based statistical report. Statistics Canada, 89</i> , 1–39.	
Mon. Sept. 24	Bodies and beauty work	Calasanti & Slevin, Ch. 4 & 11 Hurd Clarke, L. H. (2017). Women, aging, and beauty culture: Navigating the social perils of looking old. <i>Generations, 41</i> (4), 104–108.	TCPS Course on Research Ethics certificate
Mon. Oct. 1	Intimate relationships	Calasanti & Slevin, Ch. 6 Funk, L. M., & Kobayashi, K. M. (2014). From motivations to accounts: An interpretive analysis of “living apart together” relationships in mid- to later-life couples. <i>Journal of Family Issues, 37</i> (8), 1101–1122. van den Hoonaard, D. K. (2005). “Am I doing it right?”: Older widows as interview participants in qualitative research. <i>Journal of Aging Studies, 19</i> (3), 393–406.	
Mon. Oct. 8	NO CLASS	NO READINGS	
Mon. Oct. 15	Paid care work (Guest lecture: Dr. Kate Laxer and Dr. Ruth Lowndes)	Banerjee, A., Armstrong, P., Daly, T., Armstrong, H., & Braedley, S. (2015). “Care workers don’t have a voice”: Epistemological violence in residential care for older people. <i>Journal of Aging Studies, 33</i> , 28-36. 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.	
Mon. Oct. 22	Unpaid care work	Calasanti & Slevin, Ch. 8 & 12 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.	
Mon. Oct. 29	Health	Calasanti & Slevin, Ch. 5 Emlet, C. A. (2016). Social, economic, and health disparities among LGBT older adults. <i>Generations: Journal of the American Society on Aging</i> , 40(2), 16–22. Macrae, H. (2018). “My opinion is that doctors prefer younger people”: Older women, physicians and ageism. <i>Ageing and Society</i> , 38(2), 240–266.	Life course analysis: Reflection paper
Mon. Nov. 5	Families and grandparenting	Calasanti & Slevin, Ch. 7 Neysmith, S. M., & Zhou, Y. R. (2013). Mapping another dimension of a feminist ethics of care: Family-based transnational care. <i>International Journal of Feminist Approaches to Bioethics</i> , 5(1), 1–24. Utrata, J. (2011). Youth privilege: Doing age and gender in Russia’s single-mother families. <i>Gender & Society</i> , 25(5), 616–641.	
Mon. Nov. 12	Work, retirement, and economic security	Calasanti & Slevin, Ch. 9 Mandell, N., Lam, L., Borrás, J., & Phonepraseuth, J. (2018). Living on the margins: Economic security among senior immigrants in Canada. <i>Alternate Routes: A Journal of Critical Social Research</i> , 9, 38-64. van den Hoonaard, D. K. (2015). Constructing the boundaries of retirement for baby-boomer women: Like turning off the tap, or is it? <i>Qualitative Sociology Review</i> , 11(3), 41–58.	Critical film analysis
Mon. Nov. 19	Elder abuse	Brownell, P. (2014). Neglect, abuse and	

		<p>violence against older women. <i>SEEJPH</i>, 1–12.</p> <p>McGarry, J., Simpson, C., & Hinchliff-Smith, K. (2011). The impact of domestic abuse for older women: A review of the literature. <i>Health & Social Care in the Community</i>, 19(1), 3–14.</p>	
Mon. Nov. 26	Activism and social change	<p>Calasanti & Slevin, Ch. 14</p> <p>Sawchuk, D. (2009). The Raging Grannies: Defying stereotypes and embracing aging through activism. <i>Journal of Women & Aging</i>, 21(3), 171-185.</p>	
Mon. Dec. 3	Review class	NO READINGS	Life course analysis: Final paper