



**BETH 309/409**

# **Aging, Ageism, & Embodiment**

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## **Instructor Contact Information**

**Professor Erin Gentry Lamb**

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## **Course Format**

### **Remote Only**

Synchronous Course Meetings: M/W 10:35 – 11:50 AM

The frequency and length of synchronous class sessions will be dependent on class enrollment and whether we have students connecting from time zones that will limit their attendance. Class sessions will likely run 60 minutes, leaving some time at the end for students to post comments in an online discussion. There may be some prerecorded lecture material or videos for students to watch in advance of class that are not currently indicated on the Schedule of Readings.

## **Course Description**

We all grow old (if we are so lucky!). But who wants to be called “old”? And how does the experience of “growing old” differ based on one’s sex or gender, sexuality, race or ethnicity, and socioeconomic or disability status? In this course, we will consider the social, cultural, scientific, medical, and personal meanings of aging, and how these meanings, as well as the embodied experience of aging in America, are influenced by multiple forms of ageism. We will interrogate the assumptions and stereotypes about age that circulate through mainstream American culture and medicine and how these shape interpersonal and institutional practices. How might we begin to recognize, respond to, and change ageism, and thus our own inevitable experiences of aging?

The course requires reading quizzes, papers, participation, and attendance, and for graduate students an additional presentation. *No prerequisites required.*

## Course Materials

These books are not on order through the typical CWRU bookstore. Please hold off on ordering these books until we determine if/how we want to change up the schedule. Once we finalize the schedule, please order any books through any bookseller of your choice (different editions, used copies, all are fine).

- Farmer, Joyce. 2014. *Special Exits*. Seattle: Fantagraphics Books. ISBN-13: 978-1606997604
- Gawande, Atul. 2014. *Being Mortal*. New York: Metropolitan Books. ISBN-13: 978-0805095159
- All other required readings are available online through Canvas.

## Learning Objectives

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

- Distinguish between multiple ways of defining “age”—including chronologically, functionally, subjectively, culturally, biologically, and occupationally—in order to provide examples of how “old” is an unfixed and relative identity.
- Demonstrate close and critical reading of popular, journalistic, and academic texts, including revealing their underlying assumptions, pinpointing ways they invite readers/viewers to identify with them, and describing the rhetorical and visual techniques they use to convey messages to the reader/viewer.
- Define medicalization and describe several ways in which the experience of aging within the United States has become medicalized.
- Recognize ways in which the bodily, biological changes of aging are understood through and influenced by cultural experiences and representations, and test these relationships between cultural representations of aging and individuals' perceptions of aging (their own or others') through interviews and polling.
- Identify through specific examples multiple ways that sex, gender, sexuality, race, ethnicity, class, and disability impact both the physiological and cultural experience of aging.
- Articulate your own expectations, hopes, and fears for your future aging and the personal and cultural influences which have shaped those prospects.

## Course Schedule

### M 8/24 – Introductions

- Syllabus and course expectations
- Defining Age & The Future You

### W 8/26 – Stereotypes and Age Narratives

- Gilman, Sander L. “Introduction: What Are Stereotypes and Why Use Texts to Study Them?” *Difference and Pathology: Stereotypes of Sexuality, Race and Madness*. Ithaca: Cornell UP, 1985. 16-21 only.
- Gullette, Margaret Morganroth. “Trapped in the New Time Machines.” *Aged By Culture*. Chicago: U of Chicago P, 2004. 3-20.
- View excerpts from *South Park* episode “Grey Dawn.” (Nov 5, 2003)

### M 8/31 – Perspective Matters: Gender, Culture & Aging

- Haraway, Donna. “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective.” *The Gender and Science Reader*. 1988. Ed. Muriel and Ingrid Bartsch Lederman. New York: Routledge, 2001. 169-88 (can stop at p. 180).
- Personal Research Assignment #1: Find and re-read/re-watch a fairy tale or classic children’s story that prominently features an older woman character. Your thesis should address the following question:

What role, if any, does this character's age or gender play in producing the "meaning" or "message" of the fairy tale? Note that this question requires you to identify that "meaning" or "message" explicitly in your introduction as well. You will likely find it helpful to consider what stereotypes your fairy tale perpetuates or refutes.

#### W 9/2 – Perspective Matters: Gender, Culture & Aging, Continued

- Cruikshank, Margaret. "Introduction." *Learning to Be Old: Gender, Culture, and Aging*. Lanham, MD: Rowman & Littlefield, 2009. 1-7.
- (Review again) Haraway, Donna. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *The Gender and Science Reader*. 1988. Ed. Muriel and Ingrid Bartsch Lederman. New York: Routledge, 2001. 169-88 (can stop at p. 180).

#### M 9/7 – Exploring Ageism

- Nelson, Todd D. "Ageism: The strange case of prejudice against the older you." (Chapter 2). In R. L. Wiener, & S. L. Willborn (Eds.), *Disability and Aging Discrimination*. New York: Springer-Verlag, 2011, pp. 37-47.
- Westman, Jack C. "Chapter 5: Juvenile Ageism." *Dealing with Child Abuse and Neglect as Public Health Problems*, Springer, 2019, pp. 39-48.
- *The Golden Girls*. "Pilot." (1985)

#### W 9/9 – Exploring Ageism, Continued

- Woodward, Kathleen. "Instant Repulsion: Decrepitude, the Mirror Stage, and the Literary Imagination." *Kenyon Review* 5 (1983): 43-66. (Focus on 43-60)
- Gullette, Margaret Morganroth. "Why We Fear Aging More Than We Should." *NextAvenue.org*. 13 April, 2012. <https://www.nextavenue.org/why-we-fear-aging-more-we-should/>
- Applewhite, Ashton. "Let's end ageism." TED. 23 Aug. 2017. [https://www.ted.com/talks/ashton\\_applewhite\\_let\\_s\\_end\\_ageism](https://www.ted.com/talks/ashton_applewhite_let_s_end_ageism) (11.5 minutes)

#### M 9/14 – Ageism: Health Consequences & COVID-19

- Lamb, Erin Gentry. "Ageism." In *Encyclopedia of Health Humanities*. Eds. Paul Crawford and Paul Kadetz. Palgrave. (Forthcoming 2021.)
- Fraser, Sarah et al. "Ageism and COVID-19: What Does Our Society's Response Say About Us?" *Age and Ageing*, afaa097. 6 May, 2020. <https://doi.org/10.1093/ageing/afaa097>
- Ayalon, Liat et al. "Aging in Times of the COVID-19 Pandemic: Avoiding Ageism and Fostering Intergenerational Solidarity." *The Journals of Gerontology: Series B*, gbaa051. 16 April 2020. <https://doi.org/10.1093/geronb/gbaa051>

#### W 9/16 – Studying Culture

- **Draft Abstract (300-500 words) for Aging and Ageism in the Covid-19 Pandemic**
- Workshop Abstract Drafts in Class
- du Gay, Paul et al. "Introduction" and "Section 1: Making Sense of the Walkman." *Doing Cultural Studies: The Story of the Sony Walkman*. 1-40. (you may skip sections 1.6 & 1.7, pgs 18-24).

**Final Abstract for Aging and Ageism in the Covid-19 Pandemic (if submitting) due, along with a brief biographical note, to [linda.hess@philhist.uni-augsburg.de](mailto:linda.hess@philhist.uni-augsburg.de) by September 20, 2020.**

#### M 9/21 – Representing Age

- Friedan, Betty. "Denial & the 'Problem' of Age." *The Fountain of Age*. New York: Simon & Schuster, 1993. 35-70.

- Personal Research Assignment #2: On pages 37-8, Friedan looks at several popular magazines (*Vogue*, *Vanity Fair*, *Ladies Home Journal*, *Esquire*, *Fortune*, *Psychology Today*, *Time*) and finds a surprising dearth of images of older people. She wrote *The Fountain of Age* in 1993. Your thesis should address the following question: have popular magazines' inclusion of visual images of older people changed in the last 27 years? To answer this question, choose one or more popular magazines and analyze a recent issue: Count the number of images of older people and note the contexts in which those images appear. Your introductory materials should make it clear what magazine(s) you are exploring and who might be the likely intended audience for such magazine(s). You will also need to provide a clear definition of what you are considering "older" and what visual or other clues you are using to determine ages from these images. How many of these images feature older men or women, and in what capacity (celebrity, selling something, person in background, etc.)? Do you notice any implicit or explicit messages about aging?

#### W 9/23 – Performing Age

- Woodward, Kathleen. "Performing Age, Performing Gender." *NWSA Journal*. 18.1 (Spring 2006): 162-89. **ONLY NEED TO READ PP. 162-167.**
- Smith, Stacy L., Katherine Pieper, & Marc Choueiti, with assistance from Artur Tofan, Anne-Marie DePauw, & Ariana Case. 2018. "Still Rare, Still Ridiculed: Portrayals of Senior Characters On Screen in Popular Films from 2015 and 2016." USC Annenberg Inclusion Initiative. <https://annenberg.usc.edu/sites/default/files/2018/01/22/Still%20Rare%20Still%20Ridiculed%20Final%20Report%20January%202018.pdf>
- *Look Us in the Eye: The Old Women's Project* (Jennifer Abod, 2006)

#### M 9/28 – Living Choices in Later Life & Caregiving

- Gawande, A. (2014). *Being mortal: Medicine and what matters in the end*. New York: Metropolitan Books. Chapters 1-32 (**Read pp. 11-78**).

#### W 9/30 – Rethinking Later Life Living and Caring

- Gawande, A. (2014). *Being mortal: Medicine and what matters in the end*. New York: Metropolitan Books. Chapters 4 & 5 (**Read pp. 79-147**).
- Articles we'll address in class:
  - Aleccia, JoNel and Melissa Bailey. "For the 'Stonewall Generation,' turning to others for care could make them uniquely vulnerable." *Washington Post*. 3 June, 2019.
  - Belluck, Pam. "Sex, Dementia and a Husband on Trial at Age 78." *New York Times*. 13 April, 2015.
  - Hu, Winnie. "Too Old for Sex? Not at This Nursing Home." *New York Times*. 12 July, 2016.
  - Scott, Paula Spencer. "Sex in the Nursing Home: Facilities are finally grappling with the fact that residents have sex lives." *AARP Bulletin*, 1 June, 2015.

#### M 10/5 – First Short Paper Workshop

- First Short Paper should be emailed out by Sunday evening
- Read and Prepare Comments for your Peer by Monday's Class

#### W 10/7 – Gerontechnology

- McNichol, Tom. "10,000 baby boomers turn 65 in the US every day – can Silicon Valley help with 'happier ageing'?" *The Guardian*. 3 Sept 2019.
- Smiley, Lauren. "What Happens When We Let Tech Care For Our Aging Parents." *Wired*. 12 Dec. 2017.
- Caldwell, Sharon and Isabel Pedersen. *Aging, Culture, and Technology* (2018-2019).
  - Watch the following 3 advertisements, and pick 2 additional video advertisements from the collection to watch. Make note of:
    - Who is the audience for the product? (old people, their adult children, industry, ?)

- What benefits are being sold? (safety, peace of mind, enjoyment, convenience, social connection, cost savings?)
  - What is good and/or bad about being old, as portrayed in these ads?
- SafeWander - <https://fabricofdigitallife.com/index.php/Detail/objects/3130>
  - Billy - <https://fabricofdigitallife.com/index.php/Detail/objects/3310>
  - ElliQ - <https://fabricofdigitallife.com/index.php/Detail/objects/3026>

#### M 10/12 – The Aging Mind: Confronting Our Fears

- Basting, Anne Davis. *Forget Memory: Creating Better Lives for People With Dementia*. Baltimore: The Johns Hopkins University Press, 2009. Ch. 1 & 2 (pp. 13-33)
- Whitehouse, Peter. “The Next 100 Years of Alzheimer’s – Learning to Care, Not Cure.” *Dementia* 6.4 (2007): 459-462.
- Selected poems from *Beyond Forgetting: Poetry and Prose about Alzheimer’s Disease*. Ed. Holly J. Hughes. Foreward by Tess Gallagher. Kent: Kent State UP, 2009.
- Personal Research Assignment #3: Select one of the poems included in the *Beyond Forgetting* excerpt to focus closely upon. Your thesis should address the question: What does this poem suggest about the experience of Alzheimer’s disease? You should identify the perspective or perspectives that the poem makes available (that of the diagnosed patient? the caregiver? a family member? someone else?) You should use direct textual evidence (quotations of specific lines, attention to the work of specific words) to support your claims. You may find it helpful to incorporate ideas from Bastings’ chapters in your reading of the poem.

#### W 10/14 – The Aging Mind: Rethinking Alzheimer’s & Dementia

- **First Paper Revision Due**
- Basting, Anne Davis. *Forget Memory: Creating Better Lives for People With Dementia*. Baltimore: The Johns Hopkins University Press, 2009. Conclusion (pp. 155-168)
- Gullette, Margaret Morganroth. “Overcoming the Terror of Forgetfulness.” In *Agewise: Fighting the New Ageism in America*. Chicago: U of Chicago P, 2011. 183-203.

#### M 10/19 – The Historical Life Course and the Invention of Retirement

- Edwards, Mike. “As Good As It Gets.” *Annual Editions: Aging, Twenty-First Edition*. (2004) New York: McGraw-Hill, 2009. 197-203.
- Manchester, Colleen Flaherty and Debra Fitzpatrick. “Missed Opportunity to Support Retirement Equity.” *The Gender Policy Report*. University of Minnesota. 18 July 2017. <https://genderpolicyreport.umn.edu/missed-opportunity-to-support-retirement-equity/>
- Lorenzo, George. “Why Baby Boomers Refuse to Retire.” *Fast Company*. 11 Feb. 2016. <https://www.fastcompany.com/3056475/why-baby-boomers-refuse-to-retire>
- **Personal Research Assignment #4** As we are limited in how many topics we can cover this semester, this research assignment is an invitation for you to draw on your own interests and explore how a certain condition/identification/characteristic/skill/situation/etc. *changes over the life course*. Possible topics to explore might include, but are not limited to: autism, disability, bipolar, addiction, optimism, grief, eating disorders, sexual orientation, memory, problem-solving, political leanings, media consumption, you name it. Your task is to research how your chosen topic is (or perhaps, is not) affected by age and one’s passage along the life course. You will need to cite any sources that you draw on (this might be a great opportunity to begin researching for your final research essay!). Your thesis should name the topic you are exploring and speak succinctly to how it changes with age/over the life course.

#### W 10/21 – Successful Aging: Who/what defines “success”?

- Katz, Stephen. “Growing Older Without Aging? Positive Aging, Anti-Ageism, and Anti-Aging.” *Generations* Winter (2001-2): 27-32.

- Kryla-Lighthall Nichole and Mara Mather. "The Role of Cognitive Control in Older Adults' Emotional Well-Being." *Handbook of Theories of Aging: Second Edition*. Eds. Vern L. Bengtson, Daphna Gans, Norella M. Putney, and Merrill Silverstein. New York, NY: Springer Publishing, 2009: 323–344. (Only read 323-329, and Closing Remarks 337-338.)

#### M 10/26 – Successful Aging: What is "success" when it comes to aging?

- Gibbons, Hailee M. Compulsory Youthfulness: Intersections of Ableism and Ageism in 'Successful Aging' Discourses. *Review of Disability Studies*, vol. 12, no. 2&3, 2016, pp. 70-88.
- Lamb, Sarah, Jessica Robbins-Ruszkowski, and Anna I. Corwin. "Introduction: Successful Aging as a Twenty-first Century Obsession." *Successful Aging as a Contemporary Obsession: Global Perspectives*. Ed. Sarah Lamb. Rutgers UP: 2017. 1-23.

#### W 10/28 – Diversity Within American Aging and Outside of America (Focus on Japan)

- **NEED TO CUT DOWN**
- Menkin, Josephine A. et al. "Racial/Ethnic Differences in Expectations Regarding Aging Among Older Adults." *The Gerontologist*. 57.S2 (2017): S138-S148.
- Pew Research Center. "Attitudes About Aging: A Global Perspective." Jan. 2014. **SKIM**.
- Hayashi, Mayumi. "The Care of Older People in Japan: Myths and Realities of Family 'Care.'" *History & Policy*. June 2011. <http://www.historyandpolicy.org/policy-papers/papers/the-care-of-older-people-in-japan-myths-and-realities-of-family-care>
- Sakurai, Joji. "Japan's Elderly Take the Strain." *The World Today*. April/May 2017.

#### M 11/2 – Sexual Stereotypes

- Walz, Thomas. "Crones, Dirty Old Men, Sexy Seniors: Representations of the Sexuality of Older Persons." *Journal of Aging and Identity*. 7.2 (June 2002): 99-112.
- Personal Research Assignment #5: Begin by choosing an age-relevant sexual stereotype. Possibilities include, but are certainly not limited to: cougars, sugar daddies, sugar mamas, silver foxes, MILFs or GILFs, or any of those stereotypes raised in Walz's article. Or, you might select instead a particular trend (older women w/ younger men or vice-versa, couples in extreme old age, older people as sexless, etc.). Spend some time googling this stereotype to see what you turn up. What kinds of stories, headlines, images, popular media, etc., are associated with this stereotype? What kinds of people fit into this stereotype? How broadly or narrowly is it applied? How positive or negative are the associations with this stereotype, and what is the grounding for these associations? Your thesis should address the question: how does our popular culture portray this stereotype? A strong response will draw on specific examples (responsibly cited) in its argument.

#### W 11/4 – Sexual Realities & Identity Across the Life Course

- Lee, David and Josie Tetley. "'How Long Will I Love You?' – Sex and Intimacy in Later Life." *International Longevity Centre—UK*. Feb. 2017.
- (BEHIND PAYWALL) Nadeau, Barbie Latza. "Sex and the Senior Citizen: How the Elderly Get It On." *The Daily Beast.com*. 31 Jan. 2015.
- Emler, Charles A. "Social, Economic, and Health Disparities Among LGBT Older Adults." *Generations*, vol. 40, no. 2, 2016, pp. 16-22.
- Excerpts from *Still Doing It*

#### M 11/9 – Anti-Aging & Medicalization of Men's Aging: ED & Andropause

- **Final Paper Proposals Due**
- Marshall, Barbara L. "The New Virility: Viagra, Male Aging and Sexual Function." *Sexualities*. 9 (3): 345-362. DOI: 10.1177/1363460706065057



- Conrad, Peter. "Extension: Men and the Medicalization of Andropause, Baldness, and Erectile Dysfunction." *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders*. Baltimore: Johns Hopkins UP, 2007. 23-45. (Read just the section on baldness, 34-40.)
- Personal Research Assignment #6: Find one or more print advertisements for products/services that are intended to make one look younger, or that use the promise of rejuvenation to appeal to consumers. Your thesis should address the question: what does this advertisement suggest about the experience of aging and how it might be gendered? You may find it helpful to think about what kinds of desires the ad may be addressing, or whether it is depicting aging as a personal, cultural or scientific experience. Are these advertisements aimed specifically at women, or at men, and how can you tell? Please hand in a copy of the advertisement(s) along with your writing.

#### W 11/11 – Anti-Aging & Medicalization of Women’s Aging: Menopause

- Final Paper Proposal Peer Reviews Due
- Gullette, Margaret Morganroth. "Hormone Nostalgia." In *Agewise: Fighting the New Ageism in America*. Chicago: U of Chicago P, 2011. 85-102.
- Wilson, Robert A. "Introduction: A Biological Revolution." *Feminine Forever*. New York: M. Evans and Company, Inc., 1966. 15-23.
- Personal Research Assignment #7: Interview a woman who has gone (or is going) through menopause. Your thesis should address the question: What does menopause mean to her and what experiences shaped that meaning? I recommend that you talk through some of the following questions with your subject: What was/is her experience of menopause like? Where did she learn what to expect during menopause? Did her experience meet with or diverge from those expectations? Did she seek out any medical or other treatment for menopausal symptoms, and if so, what influenced her decision to do this? Has menopause changed any aspects of her life, and if so, how?

M 11/16 – Gretchen’s Day (Post-Menopausal Pregnancy)

W 11/18 – Cara’s Day (Aging and Beauty)

**11/23 – 11/27 Thanksgiving Holiday**

M 11/30 – Responding to Our Anti-Aging Culture, Part I

- Bayer, Kathryn. "Cosmetic Surgery and Cosmetics: Redefining the Appearance of Age." *Generations*. 29.3 (Fall 2005): 13-18.
- Furman, Frida Kerner. "There Are No Old Venuses: Older Women’s Responses to Their Aging Bodies." *Mother Time: Women, Aging & Ethics*. Ed. Margaret Urban Walker. Lanham, MD: Rowman & Littlefield, 1999. 7-22.

W 12/2 – Responding to Our Anti-Aging Culture, Part II

- Harris, Sally. "Do Not Let Them Know You Are Old." *Virginia Tech "Research" Magazine*. 2011. 27-31.
- Kingston, Anne. "Why It’s Time to Face Up to Old Age: The Social and Economic Costs of Ignoring the Elderly in a Society Bent on Denying and Defying Age." *Maclean’s*. 13 Oct. 2014.
- Lee, Michelle. "Allure Magazine Will No Longer Use the Term ‘Anti-Aging.’" *Allure.com*. 14 Aug. 2017. <https://www.allure.com/story/allure-magazine-phasing-out-the-word-anti-aging>
- Applewhite, A. (2016). "Occupy age! Beyond ageism." *This Chair Rocks: A Manifesto Against Ageism* (pp. 230-251). Networked Books, Inc.

**Final Research Essay due to Canvas by the end of our Final Exam Period.**

## Assignments & Grading

*Note: During the class, you will receive assignment sheets with more specific explanations and grading rubrics for assignments 4-6 below.*

### 1. Participation and Attendance

You are expected to attend every class, to have completed the assigned reading/viewing for each class, and to participate in class discussions.

**Any absences must be reported to me via email, phone or in person prior to class. Reporting an absence through a third person is unacceptable. If I am not notified prior to class, any grades occurring on that day (such as for a reading quiz) will be recorded as a zero.**

Participation and attendance will count for 15% of your final grade for undergraduates, and 10% for graduate students. In addition to this portion of your grade, poor attendance can negatively affect your final grade. **Accruing more than three total absences, unless there are extenuating circumstances requiring these absences (college-sponsored events, serious illness, something else you have explicitly discussed with me, etc.) will result in a dropping of your final course grade by 1/3 of a letter grade per absence.**

### 2. Reading Quizzes

In order to be prepared to participate in class discussion, it is essential that you complete the assigned reading. There will be occasional reading quizzes covering the assigned reading, which may or may not be announced in advance of class. This will be a reading-intensive course, but by regularly completing the reading, you will be assured of success in this portion of your grade which will comprise 15% of your final grade (for undergraduates) and 10% (for graduate students). If you do not keep up with the reading, you should not expect to receive a good grade for the course.

If you notify me in advance of class that you have to be absent, you will have an opportunity to make up the reading quiz you miss. If you do not notify me in advance of your absence, you will receive 0 points for that day's quiz.

### 3. Personal Research Assignments

Over the course of the semester, you will be required to complete several personal research assignments (PRAs) responding to specific prompts in the syllabus. Each PRA should be a minimum of 1 full single-spaced page or ~500 words. These assignments will typically require you to do some cultural research or interviews and analyze your findings, or to reflect closely on material that we have read. They may also ask you to add your own personal feelings/assessment to the topic. In presenting your assignment, you should write/speak in the first person ("I") and take ownership of the thoughts and reactions you are recording.

Each PRA will count for up to 5% of your final grade, and this portion of your grade will, in total, comprise 20% of your final grade for undergraduates, and 25% of your final grade for graduate students. There are 7 Personal Research Assignments listed in the final syllabus. Undergraduates will need to complete at least 4 of the 7, and graduate students at least 5 of the 7. You are welcome to complete as many of the assignments as you wish to earn full credit for this portion of your grade (20% or 25%).

Each PRA will be assessed according to the following criteria:

Category	Criteria	%
Addressing the Assignment	<i>The student has followed the specific prompt in the syllabus, performing thoroughly any research required and addressing specific questions raised</i>	10%



Introductory Materials	<i>Clearly communicates a central idea/thesis in the initial paragraph appropriate to the assignment, and develops this idea throughout the rest of the assignment</i>	15%
Organization & Coherence	<i>Claims arranged in a logical order; transitional devices help move from one idea to the next; each paragraph clearly relates to paper's central idea; guides the reader through the progression of ideas</i>	15%
Research Effort	<i>Material presented evidences substantial and quality research effort to find meaningful sources</i>	15%
Quality of Analysis/Use of Evidence	<i>Analysis reveals deep and careful reflection and critical thinking about the assigned topic/question; offers appropriate evidence in support of claims; with textual evidence, uses direct quotation in place of empty plot summary; explains connection between evidence and main ideas; avoids generalizations</i>	30%
Writing Style & Mechanics	<i>Chooses words for their precise meaning and uses an appropriate level of specificity; sentences are varied, well-structured and focused; free of spelling, punctuation and grammatical errors, especially those that confuse the reader or block his or her ability to understand the argument; responsibly cites any specific information included that is not "common knowledge" in either MLA or APA format</i>	15%

#### 4. First Short Paper

The first formal piece of writing for this course will be an essay of ~3-5 double-spaced pages in length, worth 15% of your final grade.

This paper is intended to give you practice in humanities-style argumentation. Your task in this paper is to form an original argument in response to someone else's argument. You will be writing on the topic of ageism, and will have a selection of texts to which you may choose to write in response. You should begin by identifying the argument to which you want to respond. This argument might be the main claim of the entire text, or just one sub-claim within a larger argument.

Your thesis should contain your response to this argument and a brief summary of the reasoning behind your response. (i.e., you support/disagree with the author's claim *because...*) As you elucidate your reasoning in the rest of the paper, you will need to provide evidence in support of your own claims. There are four key elements your paper must include:

- a. A fair and faithful representation of the argument to which you are responding. This means you will surely need to quote directly from the text.
- b. A thesis-driven first-person argument. You need to provide a readily identifiable thesis statement that gives a clear sense of the argument that will follow. You do not necessarily have to use "I," but you must own up to your own argument. (i.e., you absolutely cannot say "This paper argues...") For advice on how to write in the first person, I strongly recommend you read the following blog post from *Shitty First Drafts*: <http://writingishard.wordpress.com/2010/05/06/using-i-without-making-it-all-about-you/>
- c. Evidence in support of your claims. You may choose to bring in other course articles as evidence. You are also certainly welcome, though not expected, to incorporate some outside research. As feminist critique recognizes the value of particular, situated experience, you are welcome to bring in personal experience as evidence. However, you should also recognize that personal experience cannot be widely extrapolated, and thus you will likely want to shore up your argument with further evidence.
- d. Responsible citation. You are welcome to use either MLA or APA. If you prefer a different citation method, please clear that with me in advance. **If you have any questions about what counts as responsible citation, PLEASE TALK WITH ME!**

#### 5. Pop Culture Presentation (Graduate Students Only)

Each graduate student will work alone, or with a partner, to prepare an approximately 30 minute presentation/discussion for the class on how the specified topic is represented within popular culture. One key goal of this course is to turn you all into savvy age critics, i.e., into people able to recognize and

address ageism in all of its manifestations in our culture and in our interpersonal lives. To that end, your task for this presentation is to **survey popular culture** and **draw some conclusions** about the ways particular age-related topics are most often referenced in popular culture. The presentation and handout (see below) will count for 10% of your final grade.

In your presentation, and in the summative handout that you will produce, your task is to present an overview of several pop culture texts (movies/television, journalism coverage, advertisements, novels, internet memes, etc.) that address your assigned topic and to analyze these texts as a whole. What themes/treatments/stereotypes do you see consistently repeated? What impressions about aging generally—or of particular groups of aging people defined by sex, gender, sexuality, race, ethnicity, class and disability sex—do these representations give to audiences? What facets of this topic do you *not* find represented very often in popular culture?

For the actual presentation, you should plan to give the class access to at least a couple of your sources (showing images, video clips, etc.) and to involve the class in discussion of these.

- **The Handout**

Based on the many pop culture representations of your topic that you survey, you will need to prepare a **summary of your key findings**. (See the questions two paragraphs above for help with the sorts of questions that should drive your inquiry.)

You may present these findings in whatever form you find most convenient. You might choose to organize your document by themes, and provide examples of pop culture representations beneath each theme. You might choose to organize your document by subtopics, and describe the stereotypes, with examples, for each subtopic. Your document might function as an outline of your presentation, highlighting each key finding you plan to present to the class.

However you choose to organize it, your handout will need to contain properly formatted bibliographic citations for all sources mentioned. You will need to supply copies of your handout to me and to the class, whether in print or electronic form.

- **The Class Presentation**

Each presenter may decide how they want to present their topic and findings to the class. You will have 20 minutes in which to present (typically the first twenty minutes of class). You might choose to show film or television clips, to bring in readings for the class, to pass around advertisements or articles, to design an educational game for the class, etc. You might choose to prepare questions for discussion, and/or to actively engage your audience in analyzing specific representations. You are welcome to be as creative as you would like.

## **6. Final Research Essay**

In lieu of a final exam, you will complete a final research essay on a topic of your choosing related to the themes of our class. This assignment will have two parts.

### **Final Paper Proposal and Peer Reviews:**

For your final paper, you will turn in a formal Paper Proposal well in advance of the deadline; I will provide you with more detailed guidelines for this proposal later on in the class. The basic elements of this proposal will be: a statement of your topic; the question you are seeking to answer; your argument (tentative is just fine) in the form of a thesis statement; the stakes of your argument (why it matters); and a few bibliographic annotations of sources you plan to use. You will also Peer Review two of your classmates' paper proposals. Again, I will provide you with details as to the peer review format further

along in the class. Your paper proposal and peer reviews will count for 10% of your final grade for undergraduates, or 5% of your final grade for graduate students.

**Final Research Essay:**

The final research essay will be **5-7 double-spaced pages** for undergraduates, and **8-10 double-spaced pages** for graduate students. It will count for 25% of your final grade. I strongly encourage you to choose something both interesting and personally relevant to you in some way; invest yourself in your topic!

I have high expectations for the quality of your writing. Please take the time to carefully read, re-read and edit your own papers – SPELL CHECK IS NOT ENOUGH!

**Grade Breakdown**

<b>Component</b>	<b>Undergraduates % of total grade</b>	<b>Graduate Students % of total grade</b>
Participation and Attendance	15%	10%
Reading Quizzes	15%	10%
Personal Research Assignments (Undergraduates = Minimum 4 required @ 5% each, Graduate Students = Minimum 5 required @ 5% each)	20%	25%
First Short Paper	15%	15%
Pop Culture Presentation (Graduate Students Only)		10%
Final Paper Proposals & Peer Reviews	10%	5%
Final Essay	25%	25%
<b>Total</b>	<b>100%</b>	<b>100%</b>

For reference, your grade for the course will be determined by the total number of points accumulated divided by the total number of points possible. The resulting percentage will translate to your final letter grade according to the scale below:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

**Additional Course and University Policies**

**Late Penalties**

This course has heavy reading and writing components, and I expect you to keep up with them. Stay on track and get your work done on time. Turning papers in late will affect your grade. Absence from class on the day an assignment is due does not exempt you from late penalties. Unless you have arranged in advance with me an extension for an assignment due to extenuating circumstances, your grade on an assignment will drop 1/3 of a grade for each day that it is late (for example, a B+ paper will drop to a B).

**E-mail**

Check your email regularly for updates on assignments and changes to the schedule. You may e-mail me questions regarding class and assignments, which I will gladly answer promptly.

## Contacting Your Instructor

E-mail is the best way to contact me. I will respond swiftly (certainly within 24 hours). Messages left on my office phone (216-368-6788) will be received only during the week days. If you are not available to meet during my formal office hours, I will gladly schedule an appointment with you.

## Technology in the Classroom

Please place cellphones on “manner-mode or vibrate” while in class. Use of laptops or tablets is appropriate for accessing readings, taking notes, and searching for information relevant to discussion; however, e-mailing or posting to social media platforms is not allowed. Students violating this policy will be notified and docked on their final course grade.

## Attendance Policy

Students are expected to attend all classes. If a student is unable to attend class, he/she must let the instructor know in advance. Attendance will be taken at all class sessions. If the student misses a class, the student is responsible for making up any missed work and for obtaining any other information that was disseminated in class. Students who miss more than 20% of class meetings, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it or receive a grade of F. Instructors may permit exceptions, with a written plan signed by both the student and instructor of how time missed from class will be made up. Please note, it is not always possible to make up missed time because of the nature of this course.

## Resources available

The Writing Resource Center is available for help with writing assignments, from beginning to end. For more information, or to make an appointment, visit <http://writingcenter.case.edu/>.

Kelvin Smith Library has many resources available that you may find useful for this course. Library staff is also available to help with literature searches. For more information, please visit <http://case.edu/ksl/library/>.

## Disability Accommodations

In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from Disability Resources. In order to be considered for accommodations you must first register with the Disability Resources office. Please contact their office to register at 216.368.5230 or get more information on how to begin the process. Please keep in mind that accommodations are not retroactive.

## Academic Integrity

Any violation of the University’s Code of Ethics will not be tolerated. All forms of academic dishonesty including cheating, plagiarism, misrepresentation, and obstruction are violations of academic integrity standards and will result in a minimum penalty of receiving a zero for the assignment, the potential for failing the entire course. Cheating includes copying from another’s work, falsifying problem solutions or laboratory reports, or using unauthorized sources, notes or computer programs. Plagiarism includes the presentation, without proper attribution, of another’s words or ideas from printed or electronic sources. It is also plagiarism to submit, without the instructor’s consent, an assignment in one class previously submitted in another. Misrepresentation includes forgery of official academic documents, the presentation of altered or falsified documents or testimony to a university office or official, taking an exam for another student, or lying about personal circumstances to postpone tests or assignments. Obstruction occurs when a student engages in unreasonable conduct that interferes with another’s ability to conduct scholarly activity. Destroying a student’s computer file, stealing a student’s notebook, and stealing a book on reserve in the library are examples of obstruction.

In addition, the incident will be reported to the Dean of Undergraduate Studies and Academic Review Board for undergraduates or Senior Associate Dean of Graduate Studies, for Graduate Students. The CWRU Statement of Ethics for graduate students can be found here:

<http://case.edu/gradstudies/about-the-school/policies-procedures/>

\*\*\* IN GENERAL, BE PROACTIVE AND COMMUNICATE WITH YOUR INSTRUCTOR! \*\*\*