

UNIVERSITY OF VICTORIA

GEOG 391 (CRN 11829), PSYC 391 (CRN 13844), SOCI 390 (CRN 12944), SOSC 390 (CRN 13013) and  
ASHI504 C01 Exploring Aging through Film

Sept 13, 2016-November 29, 2016

Class Time: Tuesday, 5:30 – 8:20 pm  
Class Room: MAC D115

**Instructors:**

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**Office Hours: By appointment**

**COURSE DESCRIPTION:**

Canadians are living longer than ever before. A 2010 Statistics Canada report on births and deaths showed life expectancy at birth has now reached 80.7 years. Older adults continue to contribute to society and engage in a variety of meaningful activities, making this an increasingly common experience for Canadians in later life. In response to these demographic changes, the multidisciplinary field of gerontology, the scientific study of the biological, psychological, sociological, geographical and environmental phenomena associated with aging, has grown rapidly over the past two decades as researchers work to identify and explore factors influencing the aging process and the quality of later life experiences.

The impact of this 'longevity revolution' on how we live and understand our lives has far-reaching implications. These will be examined in this course through the medium of film. Perhaps more than any other form of contemporary media, films offer portrayals of later life in a breadth of contexts (social, cultural, political, economic, geographical), and thus they provide viewers with alternatives to the singular view that equates aging with decline, and age 65 with the end of development. Through film, both the unique challenges that confront older adults and the energy, resourcefulness and determination with which they address them can be depicted. Despite the increasing number of films and other forms of visual media focusing on characters in later life, these media forms have yet to receive exposure and serious critical attention. This is surprising given their power to influence the ways in which our culture defines aging. How is the journey through later life depicted in contemporary visual media? How do these portrayals relate to the empirical data available on aging and development over the life course? Do these films reflect what we have learned and are learning about the aging process from those who have embarked on their own later life journeys? And, as importantly, how do they resonate with our own experiences?

**COURSE LEARNING OBJECTIVES:**

By the end of the course, all participants should be able to:

- Discuss contemporary issues in later life from multiple theoretical and interdisciplinary perspectives;

- Analyze visual media for themes relevant to aging and later life;
- Consider how the identified themes reflect both contemporary popular cultural views on aging and later life and empirical perspectives on aging and lifelong health and wellness;
- Develop critical thinking and writing skills;
- Relate classroom material to everyday-life experiences;
- Integrate academic literature with the thematic analysis of visual media.

### **COURSE REQUIREMENTS:**

Course requirements include attendance in class to view films and participate in discussions. Students are expected to complete course readings prior to class.

The format of the course is one 3 hour session per week involving students from the Departments of Geography, Psychology and Sociology as well as non-credit participants enrolling through Continuing Studies.

**Readings:** Specific readings for each class will be posted on Coursespaces and announced in class (assigned readings from the academic literature will relate to themes emerging in the films). **Again note: It is expected that readings will be completed before the class for discussion in class.**

**Class procedure:** In the first class (September 13), the course outline and expectations will be discussed. A short film will be viewed and each of the instructors will introduce her disciplinary perspective on aging to undergraduate students from Geography, Psychology, Sociology, and Social Sciences, and participants from Continuing Studies. Four (4) feature films will be analyzed (The Best Exotic Marigold Hotel, Still Mine, Savages, and the Lady in the Van). Other visual media (e.g., National Film Board of Canada) relevant to aging will be introduced, viewed and analyzed. As part of this discussion, the relevance of these portrayals to our own experiences with aging, and to existing research will be explored. Throughout the course, the interdisciplinary context of aging will be emphasized and integrated into the course content and procedures.

### **EVALUATION**

**1. Class Discussions/Participation: Total value = 10%** Discussions about the films viewed are essential to the learning process for this course. Class time will be spent viewing films and discussing the themes/concepts depicted in the films in the context of the readings you have done and in relation to the multiple disciplinary perspectives employed in class. If a student is unable to attend a class, it is up to him/her to inform the lead instructors (Cloutier and Kobayashi) and to ensure that the material covered in class is reviewed.

**2. Critical Reflexive Journal (Writing Assignments): Total value = 30%. Due: November 22, 2016**

A reflexive journal is a written record of insights about learning, but it also allows students to go back over previous insights and deepen their learning about aspects of aging.

There are 3 assignments as part of this critical reflexive journal. The assignments are meant to be developed on an ongoing basis throughout the semester. You can ask your instructors to review this three-part document at any point in the semester. Each assignment is designed to deepen your engagement with the course materials and your learning about aging-related issues.

**a. Assignment 1. Fateful Moments: Life Map Exercise. Part A and B.** (to be developed for the second class, and in the third last class). Optional: Hand in Part A for feedback on September 20<sup>th</sup>. Many

films feature critical junctures in characters' lives that may be regarded as turning points or fateful moments. A life map is a visual/graphical depiction of the pathways of a person's life annotated with such turning points or fateful moments (e.g., marriage, moves, loss of parents, or spouses, etc). Review the reading by Nancy Worth (2010) for help with this exercise. Students are asked to develop a visual depiction of their life maps with explanatory notes for discussion in the second class. This life map will then be reviewed, annotated and then reflected upon (i.e., in 2-3 pages double-spaced) during the class on November 15<sup>th</sup>. In this write-up students should consider their early life maps, their most recent/concluding life maps, and related learnings from the course, e.g., fateful moments in the lives of characters from the movies reviewed in class. **Value: 10%**

- b. Assignment 2. Synthesis of Key Readings.** Summarize the key points emerging from 6 articles on the course outline and 3 articles you have gathered that are not on the outline. Links to the readings will be posted on Coursespaces. Students will be responsible for selecting at least one reading from each of the other disciplines (e.g., if you are in Geography, you must include one reading from Psychology, and one from Sociology). You can use the annotated bibliography guide (posted on Coursespaces) to make notes on the readings, but it is expected that this synthesis document will be written like a literature review reflecting key topics and emerging throughout the course. The document should be written in APA format (see UVic website or other websites for the appropriate format) with proper in-text and back of document 'Reference' section citations. Please see the instructors if you are not familiar with literature reviews. This document should be double-spaced with labelled sections and sub-sections if appropriate. It should not exceed 8 pages in length. **Value: 15%.**
- c. Assignment 3. Weekly Reflections. The third part of your reflexive journal is your weekly reflections on lessons and learnings in class.** Each class you are requested to write a short (1-3) paragraph free-form summary of the lessons/insights/observations drawn, and based upon readings and discussions from class. As noted, you can set an appointment to meet with one of the instructors part-way through the course e.g., around **October 4<sup>th</sup>** to get a quick assessment of how you are doing with this exercise.
3. **Projects:** In addition to the Critical Reflexive Journal, there are two (2) main projects in this course, each worth **30%**. More specific details about each project will be discussed in class and posted on Coursespaces.

**Project 1: Narrated Powerpoint and Critique. Total Value = 30% (10% group Powerpoint; 20% Individual paper).** Students will be assigned to small groups for this assignment and each group will be selected or assigned a film to view. Each group will then use the Narration feature in Powerpoint to prepare a slideshow (maximum 10 slides with a maximum presentation time of 12 minutes) to be presented to the class on **25 October 2016 (Value: 10%)**. This Powerpoint presentation will describe the film and provide a critique of the film relating it to materials from the course (lectures, readings, discussion). All students in the group will receive the same grade for the Narrated Powerpoint unless exceptional circumstances prevail. Each student in each group will prepare an individual paper **worth 20%** on the film, including insights on the construction of the Powerpoint presentation (**Due November 1**). Additional information regarding project requirements will be provided in class. **No late papers will be accepted.** Each student is to keep a copy of her/his paper and they must be submitted online to the lead course-instructors (to indicate time received).

**Project 2: A Night at the Movies - Critical Comparison of Two Films:** Working independently, students will write a report comparing and contrasting the themes/concepts identified in two of the feature films

shown and analyzed in class. Two choices are available: A) Best Exotic Marigold Hotel and Lady in the Van *OR* B) Still Mine and Savages using information obtained through course preparation (lectures, readings, discussion) and personal experience. Additional information regarding project requirements will be provided in class. These comparative papers are due on the last day of classes **November 29th, 2016. No late papers will be accepted.** Each student is to keep a copy of her/his paper.  
**Total Value = 30%.**

Letter grades for the course will be assigned as follows with scores derived to 2 decimal places.

<b>A+</b>	<b>90-100</b>	<b>B-</b>	<b>70-72</b>
<b>A</b>	<b>85-89</b>	<b>C+</b>	<b>65-69</b>
<b>A-</b>	<b>80-84</b>	<b>C</b>	<b>60-64</b>
<b>B+</b>	<b>77-79</b>	<b>D</b>	<b>50-59</b>
<b>B</b>	<b>73-76</b>	<b>F</b>	<b>0-49</b>

Students are expected to familiarize themselves and behave in accordance with Important Course Policy Information on academic integrity and plagiarism. Students must also check their registration status by the Drop deadline to ensure they are registered only in the courses they have been attending.

**Research as part of our Class**

This year we would like to ask you, on a completely voluntary basis, to be part of a research project on interdisciplinary teaching and learning opportunities. Our main source of data for this research would be your reflective journals. We would protect your identity and confidentially in the use of these data by never providing your name or other identifying information with any of the data that we use. Your marks will not be influenced to any degree by your participation or non-participation in this project and your data can be withdrawn at any time upon your request. To do this, simply communicate with one of the course instructors at any point during the semester or afterwards. We hope to retain these data for five years after their period of collection.

**Course Experience Survey (CES)**

We value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will be expected to provide your instructors with your comments about the course on an anonymous survey reflecting on your learning experience (CES). The survey is vital to providing feedback to us regarding the course and our teaching, as well as to help the departments and the university improve the overall program for students in the future.

Proposed Class schedule Sept 13 -November 29, 2016 fix assignment dates

<b>Date</b>	<b>Content</b>
September 13	. Introduction to course. Discuss course outline and evaluation elements (Participation, Reflexive journal, Project 1 and Project 2). . Introduce core ideas from geography, psychology and sociology. . Watch short film. Begin modelling thematic analysis process.
September 20	. Continue discussion of core ideas from geography, psychology and sociology. . Watch short film and continue thematic analysis modeling

	. Begin Life Map exercise.
September 27	<b>Best Exotic Marigold Hotel</b> (view film/begin discussion).
October 4	Continue <b>Best Exotic Marigold Hotel</b> discussion and analysis
October 11	. Short Film and thematic analysis . Panel discussion (Trudy Pauluth-Penner, others TBA)
October 28	<b>Still Mine</b> (view film/discussion).
October 25 <b>Narrated Powerpoint Due.</b>	<b>Project 1 Narrated Powerpoint</b> presented in class. Papers due next week. <b>(Value: 10% for powerpoint and 20% for paper)</b>
November 1 <b>Project 1 Paper Due</b>	<b>Savages</b> (view film/discussion) <b>Project 1 Paper Due</b>
November 9-11	<b>Reading Break</b>
November 16	<b>Lady in the Van</b> (view film/discussion) Conclude Life Map exercise.
November 22 <b>Critical Reflexive Journals Due (Value: 30%)</b>	<b>Lady in the Van</b> - concluding discussion Short Film Analysis.
November 29th <b>Project 2 Due (Value: 30%)</b>	Course Review, Integration and Wrap-up <b>Project 2 Critical Comparison of Two Films due</b>

**Note: a mark of 10% will count towards Class Discussion/Participation/Attendance**

**Please remember to provide us with your feedback on the course. Many thanks.**

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Winter 2016-2017**

***Prerequisites***

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

***Program Requirements***

For more information see pages 383-386 of the UVic Calendar 2016-17.

***Registration Status***

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

***Commitment to Inclusivity and Diversity***

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

***In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2016-17, p. 59-60)***

- ***What to do if you miss an exam other than one scheduled during the formal examination period***

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***What to do if you miss an exam scheduled during the formal exam period***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***What to do if you require additional time to complete course requirements***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

### ***Policy on Academic Integrity including Plagiarism and Cheating***

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html> , p. 55-58, UVic Calendar 2016-17). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>)

**Other useful resources on Plagiarism and Cheating include:**

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>