

UNIVERSITY OF VICTORIA

GEOG 390 (CRN 11829), PSYC 300 (CRN 13844), SOCI 300 (CRN 12944), SOSC 390 (CRN 13016)  
ASHI504 C01 Exploring Aging through Film

Sept 13, 2016 - November 29, 2016

Class Time: Tuesday 5:30–8:20 pm  
Class Room: MACD115

Instructors:

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Office Hours: By appointment

COURSE DESCRIPTION

Canadians are living longer than ever before. A 2010 Statistics Canada report 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 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 ( )06 Tjich( )06 Tj And, as importantly, resonate with our own experiences?

COURSE LEARNING OBJECTIVES:

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

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

x

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 in a person's life annotated with such turning points or fateful moments (e.g., marriage, moves, loss of parents, or spouses). Review the reading by Nancy Worth (2010) and other articles for help with this exercise. Students will begin to develop a visual depiction of their life maps with explanatory notes in the third class. This life map will then be reviewed, annotated and then reflected upon (i.e. 4-5 pages double spaced) during the course and finalized by November 22. In this 45 page write-up students should consider how and why their life maps evolved as they did over the course in relation to viewed media, readings, papers, discussions and fateful moments in the lives of characters from the reviewed films. Value: 10%

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. (NOTE: these should/could be readings you will be able to use in your papers) Links to the course 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 at least one reading from Psychology, and one from Sociology). You can use the annotated bibliography guide (posted on Coursespaces) to construct your synthesis/review and make notes on the readings. This synthesis document should be 6-8 pages in length, double spaced with labelled sections and subsections as appropriate. This synthesis document should be written like a literature review reflecting key topics emerging throughout the course. Synthesis documents should have a clear purpose/focus statement and should use APA format (see UVic website or other websites for guides and reference the guide used in your document). Proper in-text, and an end document 'Reference' section is expected. Please see the instructors if you are not familiar with literature reviews. This document must not exceed 8 pages in length. Value: 15%.

Assignment 3. Weekly Reflections. The third part of your reflexive journal is your weekly reflections on lessons and learning in class. Each class you are requested to write a short (3) paragraph free-form summary of the lessons/insights/observations drawn and based upon readings and discussions from class (as and written or type written). Value: 5%.

*Please note, you can set an appointment to meet with one of the instructors any time throughout the course to get a quick assessment of how you are doing with the exercises in the reflective journal.*

3. In addition to the Critical Reflexive Journal, there are two (2) main projects in this course each worth 20%. More specific details about each project will be discussed in class and posted on Coursespaces.

Students will be assigned to small groups for this assignment and each group will select or assigned a film to view. Each group will use the Narration feature in Powerpoint to prepare a slideshow (maximum 10 slides with a maximum presentation time of 10 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). A

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)

Working independently, students will write a report comparing and contrasting the themes 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: 7(c)1(t)-15ll info-5(in)]T /TT

	process.
September 20	. Continue discussion of core ideas from geography, psychology and sociology. . Watch short film (Afternoon Tea) and continue thematic analysis modeling
September 27	(view film/begin discussion).
October 4	Continue discussion and analysis Begin Life Map exercise.
October 11	. Discuss Narrated Powerpoint assignment (Project 1) review film choices. . Panel Discussion (Trudy Pauth-Penner, others TBA)
October 23 18?	(view film/discussion).
October 25 Narrated Powerpoint Due	Project 1 Narrated Powerpoint presented in class. Papers due next week. (Value: 10% for Powerpoint and 20% for paper)
November 1 Project 1 Paper Due	(view film/discussion) Project 1 Paper Due
November 8	Savage (discussion continued) Short Film Oma's Quilt
November 9-11	
November 16 15?	(view film/discussion) Conclude Life Map exercise.
November 22 Critical Reflexive Journals Due (Value: 30%) November 29th Project 2 Due (Value: 30%)	- concluding discussion Short Film Analysis Pumpkin and Old Lace Course Review, Integration and