The rapid aging of the population has been characterized as a phenomenon whose effects on our world will be of a magnitude on a par with climate change and peak oil: in his recent book *Shock of Gray*, Ted Fishman writes that by the year 2030, the number of people over 65 will have reached one billion, and those over 50 will, for the first time in history, outnumber those under 17. In the midst of this kind of rhetoric of crisis, it is especially important that we examine very closely the ways in which we view the aging process and the elderly themselves (who stand to bear the blame for a demographic shift whose causes are in fact multiple and complicated), and this course looks at how literary texts can help us to do this. The course will give you the opportunity to read a variety of Canadian texts including novels, short stories, and films from the 1960s to the present, and to discuss the ways in which they participate in shaping perceptions of aging and old age in 20th and 21st-century Canadian culture. You will be aided in this by a course pack of secondary readings designed to introduce you to the methodologies used within the field of age studies.

**Required Texts* (available at Haven Books, 43 Seneca St., (613) 730-9888)

- Margaret Laurence, *The Stone Angel*
- Joan Barfoot, *Exit Lines*
- Suzette Mayr, *The Widows*
- Paul Quarrington, *King Leary*
- Mordecai Richler, *Barney’s Version*

Required secondary readings have been placed on reserve at McOdrum Library.


Evaluation
Seminar presentation: 25%
Final Research Essay: 35% due March 29
Final Test: 15% April 5
Participation: Four short response papers: 20% (5% each)
  Attendance and Class Contribution: 5%

Assignment Guidelines and Objectives:

Seminar Presentation: (a sign-up sheet will be posted on my office door after the first class; presentation dates will be available on a first-come, first-served basis)
This assignment requires you to make a polished 20 minute presentation to the class. You may present on one of the assigned readings for the day, OR you have the option of bringing in a representation of aging in from the media or popular culture (i.e. a newspaper article, a magazine article, advertising, a TV show, a pop song, etc.) and presenting on that. If you choose this option, be sure to pick something concise enough to be absorbed by the rest of us, who may not be familiar with it (a two-hour feature film may not be the best thing to present on!).
The evaluation criteria for your presentation are in some ways similar to those for an essay: I expect a coherent and significant thesis that is developed into an original and convincing argument about an aspect of the text(s), rather than a series of random observations. Think of yourself in this assignment as teaching an aspect of the text to the rest of the class: keep in mind what it is you want us to learn and why you think it is important. Grading will also take into account your public-speaking demeanor: a relaxed, rehearsed, and engaging delivery is the most effective way to communicate your ideas. One purpose of seminar presentations is to stimulate class discussion, so end your presentation with two or three intelligent and thoughtful questions about the text(s) you have discussed.
You are required to submit your presentation notes for grading after your presentation.
Objectives: development of editing and organizational skills, teaching skills, public speaking skills, fluency in class discussion

Research Essay: 10-12 pages
A list of essay topics will be made available several weeks in advance of the due date. Students are also free to develop their own essay topic, provided they discuss it with the instructor first. In a research essay at the fourth-year level, I expect a significant and engaging thesis statement that is developed into a coherent
argument, supported by direct quotations from the primary text and intelligent use of secondary source materials. Correct punctuation, grammar, and adherence to MLA style are required. 

**Objectives:** finding and assessing secondary source materials, close reading skills, writing skills

**Response Papers: 2-3 pages each**
The bulk of the participation grade for the course is based on the submission of four 2-3 page response papers over the course of the term. These represent an opportunity for you to record your responses to and questions about the assigned readings for a particular class, and to issues that arise more generally in the course. You are free to write on any aspect of the texts that you choose, but I do expect a polished, coherent writing style (i.e. no point form). **Papers are due in class on the due date. The drop box in the English dept. office (DT 1812) may also be used to submit work on the due date, but the drop box is to be used at your own risk. In the unlikely event that a paper submitted to the drop box does not reach my mailbox, you must produce a copy of the paper immediately when this is brought to your attention. Do not use Web CT for the submission of class work.**

**Objectives:** demonstrate knowledge about required texts, focus ideas for class discussion, develop writing and analytical skills

**Attendance and Class Contribution:**
Attendance is essential to a positive seminar experience, and will be taken each class. The best seminars are the ones with lots of lively discussion. Come to class prepared to discuss and ask questions about the assigned readings. This is a courtesy to your fellow students, you will be responding to their seminar questions, just as they will be responding to yours. Remember: in this class there is no such thing as a stupid question!

**Objectives: develop confidence and articulacy in discussions**

**Final Test:**
The test will consist of a series of short answers. It will test your knowledge of the assigned readings, as well as ask you to synthesize the major themes and theoretical issues of the course.

**Late Penalty**
Extensions can be negotiated in cases of documented accommodation, illness, or family crisis. If you know that you will have a legitimate problem meeting the
deadline, please arrange an extension with me as soon as possible, at least 24 hours before the due date. Late essays will lose five marks per day (excluding weekends) and may be returned without written feedback.

**NOTE: Please keep a backup electronic and/or hard copy of your essay. You are responsible for keeping these backups and submitting them upon request.**

**Academic Integrity**

“The University states unequivocally that it demands academic integrity from all its members. Academic dishonesty, in whatever form, is ultimately destructive to the values of the University. Furthermore, it is unfair and discouraging to those students who pursue their studies honestly. The integrity of academic life and the degrees conferred by the university [are] dependent upon the honesty and soundness of scholarship. Conduct by any person that adversely affects this process is a serious matter. Students who violate the principles of academic integrity through dishonest practices undermine the value of the Carleton degree. Dishonesty in scholarly activity cannot be tolerated. Any student who violates the standards of academic integrity will be subject to appropriate sanctions.” – Carleton University Academic Integrity Policy

Academic integrity violations will not be tolerated. All suspected cases will be reported to the dean’s office at once and prosecuted to the fullest extent possible, from failure of this course at the least to expulsion from the University. No piece of work written for another course may be submitted for credit in this one. Before completing any assignment, it is your responsibility to ensure that you understand what plagiarism is and how to cite sources properly.

**Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning
Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by Nov. 11, 2011 for the Fall term and March 7, 2012 for the Winter term.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://carleton.ca/equity/accommodation.

**Students with disabilities**: contact Paul Menton Centre (6608) to obtain letters of accommodation.

**For Religious Observance**: To be worked out on individual basis with instructor. Contact Equity Services Website or an Equity Advisor (5622) for Policy and list of Holy Days.
(www.carleton.ca/equity)

**For Pregnancy**: Contact Equity Services (5622) to obtain letters of accommodation.

**Class Schedule:**

Thurs. Jan. 5: Welcome and Introduction


    Simone de Beauvoir, excerpt from *The Coming of Age*
    (on reserve at McOdrum Library)

Thurs. Jan. 19: *The Stone Angel*

    Sigmund Freud, “The Uncanny”
    (on reserve at McOdrum Library)
Thurs. Jan 26: Suzette Mayr, *The Widows*

Thomas R. Cole, “The Enlightened View of Aging: Victorian Morality in a New Key.” in *What Does it Mean to Grow Old?: Reflections from the Humanities* (on reserve at McOdrum Library)


Judith Butler, excerpt from *Gender Trouble*  
(on reserve at McOdrum Library)

Thurs. Feb. 9: Mordecai Richler, *Barney’s Version*

Anne Davis Basting, “Dementia and the Performance of Self.” in *Bodies in Commotion: Disability and Performance* Ed. Carrie Sandahl and Philip Auslander  
(on reserve at McOdrum Library)

Thurs. Feb. 16: *Barney’s Version*

(journal article available electronically on the library website)

😊 Reading Week 😊

Thurs. March 1: Joan Barfoot, *Exit Lines*

Stephen Katz, excerpt from *Disciplining Old Age*  
(on reserve at McOdrum Library)

Thurs. March 8: *Exit Lines*

Betty Friedan, excerpt from *The Fountain of Age*  
(on reserve at McOdrum Library)
Thurs. March 15: Paul Quarrington, *King Leary*


Thurs. March 22: *King Leary*

(on reserve at McOdrum Library)

Thurs. March 29: **Research Paper Due**

film screening: *Away From Her*
Alice Munro, “The Bear Came Over the Mountain” in *Hateship, Friendship, Courtship, Loveship, Marriage* (on reserve at McOdrum Library)

Thurs. April 5: Final Test