Seminar Overview  The rising tide of demographic aging poses many questions for Canadian political economy and for social and economic policy. Is there still a ‘normal’ retirement age? Does increased longevity ‘sandwich’ a generation also responsible for child care? Are the burdens disproportionately felt by women? Is health care financing no longer sustainable? This seminar will critically address these and other questions, in the process assessing concepts and experiences such as dependency, the life course, and aging itself.

Seminar Schedule  You should obtain the two basic texts for this seminar: Stephen Katz, *Cultural Aging: Life Course, Lifestyle, and Senior Worlds* (Peterborough: Broadview Press, 2005). It is available from Octopus Books (110 Third Avenue, just west of Bank Street, phone 613-233-2589). Most other required readings are readily available in electronic form either directly or through the MacOdrum Library. Ellen M. Gee and Gloria M. Gutman (eds.), *The overselling of Population Aging* (Toronto: Oxford University Press, 2000) will be placed on two-hour reserve. We will discuss in class the most convenient form of access to still other required readings. Optional readings are marked with an asterisk.

Jan 8  Introduction

No required readings

Jan 15  Theoretical Perspectives

* Cultural Aging*, pp. 9-20, 85-100 and 121-39


Neena Chappell et al., *Aging in Contemporary Canada* (Toronto: Prentice-Hall, 2003), pp. 32-62*

Jan 22 Demographic Realities

Cultural Aging, pp. 23-36 and 161-87


Martin Turcotte and Grant Schellenberg, A Portrait of Seniors in Canada (Ottawa: Minister of Industry, 2007), pp. 7-92 [www.statcan.gc.ca]*

Jan 29 Welfare States and Life Courses

Cultural Aging, pp. 53-84 and 101-17

Anne Martin-Matthews, “Intergenerational Caregiving: How Apocalyptic and Dominant Demographies Frame the Questions and Shape the Answers,” pp. 64-79 in Gee and Gutman (eds.), The overselling


Feb 5  Paid and Unpaid Work


Katherine Marshall and Vincent Ferrao, “Participation of older workers,” Perspectives on Labour and Income 8:8 (August 2007), pp. 5-11

Benoit-Paul Hébert and May Luong, “Bridge employment,” Perspectives on Labour and Income 9:11 (November 2008), pp. 5-12


Feb 12  Income Security

Cultural Aging, pp. 188-201


Grant Schellenberg and Yuvi Ostrovsky, “The retirement plans and expectations of older workers,” Canadian Social Trends 86 (Winter 2008), pp. 11-34 [Statistics Canada Cat. 11-008]*
Feb 26 Health Care Overview


Marc Lee, “How Sustainable is Medicare?” (Ottawa: Canadian Centre for Policy Alternatives, 2007), 33 pp. [www.policyalternatives.ca]*


Mar 5 Caregiving

*Cultural Aging*, pp. 37-52


Paul Kershaw, Carefair: Rethinking the Responsibilities and Rights of Citizenship (Vancouver: UBC Press, 2005)*

Mar 12 Home Care, Long-Term Care, Palliative Care


Melanie Hoover and Michelle Rotermann, “Seniors’ use of and unmet needs for home care, 2009,” Health Reports 23:4 (December 2012), pp. 55-60 [Statistics Canada Cat. 82-003-XPE]


Pat Armstrong et al., They Deserve Better: The long-term care experience in Canada and Scandinavia (Ottawa: Canadian Centre for Policy Alternatives, 2009), pp. 17-50


Carol Kushner, Patricia Baranek and Marion Dewar, Home Care: The Change We Need (Toronto: Ontario Health Coalition, 2008), 71 pp. [www.ontariohealthcoalition.ca]*

Nancy Guberman, “Designing Home and Community Care For the Future: Who Needs to Care?” pp. 75-90 in Grant et al. (eds.), Caring For / Caring About*


Mar 19 Elder Abuse

Christopher Dyer and Jed Rowe, “Elder Abuse,” Trauma 1:2 (April 1999), pp. 163-69


Joan Harbison and Marina Morrow, “Re-examining the social construction of ‘elder abuse and neglect’: a Canadian perspective” *Aging and Society* 18 (1998), pp. 691-711

Albert Banerjee et al., “Structural violence in long-term, residential care for older people: Comparing Canada and Scandinavia,” *Social Science and Medicine* 74:3 (February 2012), pp. 390-98*

**Mar 26  Housing and Transportation**

*Cultural Aging*, pp. 202-31


**Apr 2  Social Policy**

*Growing Older*, pp. 199-229

Susan A. McDaniel, “‘What Did You Ever Do For Me?’ Intergenerational Linkages in a Reconstructing Canada,” pp. 129-52 in Gee and Gutman (eds.), *The overselling*

Armstrong, Armstrong and Scott-Dixon, *Critical to Care*, pp. 140-81*


**Assignments and Evaluation** This seminar is designed to promote active, critical learning through active, critical participation. You are consequently expected to come to each session prepared to discuss the required readings, and on one occasion likely between February 5 and March 19 to help introduce and facilitate the discussion.

When you take the lead in introducing and facilitating the discussion, you will be expected to:
• keep your initial presentation brief (maximum 10 minutes)
• assume that the others in the seminar have read the material
• pose theoretical, conceptual, policy and/or empirical questions arising from the material, and
• facilitate the ensuing discussion.  

Your active, informed participation in the other seminar sessions is also expected.

Your written work is to take the form of brief commentaries on the required readings for the eight sessions between January 22 and March 19 inclusive, plus a somewhat longer summary of your thoughts on the seminar readings and discussion. The commentaries are to be brought to class each week, and are each to be no longer than 750 words in length. They will be returned with feedback during the following class. The summary is due in class on April 2, and is to be no longer than 2500 words in length. You are to re-submit your set of short summaries with your concluding summary paper.

You may choose to focus on theoretical and conceptual, methodological and/or policy considerations in your written work. This is to be a cumulative exercise, in which you identify and develop recurring themes as well as addressing specific points raised in particular readings. You can of course also draw on research, on developments in the Canadian and international political economy, on personal experience, etc. as appropriate. In your summary paper, you may wish to emphasize theoretical, empirical or policy concerns, but in any case your paper should be both theoretically informed and disciplined by fact. It should also address, in critical terms should you wish, your understanding of political economy as an approach to inquiry.

At the graduate level, a grade of B or B+ indicates that you have a satisfactory understanding of, and demonstrated ability to work critically with, the seminar material. A grade of A- or A is normally awarded to students whose work is particularly well-structured, thorough and creative. The grade of A+ is reserved for students whose written work is worthy of serious consideration for publication and whose seminar participation complements this written work. A grade of less than B- is in effect a failure.

**Plagiarism** Plagiarism is a serious academic offence, involving the presentation, intentionally or not, of ideas or writings of someone else as one’s own. It can be a matter of direct quotation or of paraphrasing. Any student found to have plagiarized will receive a grade of F for the course. For further details, consult the *Graduate Calendar 2012/2013*, under General Regulations, Section 14 “Academic Integrity”.

**Accommodation** Students with disabilities requiring academic accommodations in this seminar should contact a coordinator at the Paul Menton Centre (PMC) for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, students are to make an appointment with the instructor early in the term to discuss implementation of the required accommodations.