

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Old Age in British and American Culture and Literature**
2. Course code:
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Language and Communication in Healthcare**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle – MA studies**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **1MA**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours):
practical classes: 15 hrs
9. Number of ECTS credits: **2**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **dr Katarzyna Bronk-Bacon**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **stationary**

II. Detailed information

1. Course aim (aims):

The course teaches the students to understand the value of humanist gerontology, especially its cultural and literary branches, for a more holistic approach to human health. It allows the students to understand ageing, historically, as lived and embodied experience, expressed in the words, stories and writings. It teaches to read both the medical and (para)literary texts pertaining to ageing and old age as examples of pedagogy of old age. The course will ultimately show the benefits of gerontological knowledge in intergenerational communicative situations and help to develop ways and means of counteracting various forms of ageism.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):

The student should have good grasp of English and be interested in interdisciplinary studies in the history, processes and representations of ageing and old age in English and American culture(s). English at B2 level

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of this course, a student will be able to:	Reference to study programme learning outcomes (EK)
EU_01	Use the methodology and terminology pertaining to humanist gerontology to conduct critical research in literary and cultural narratives	K_W04, K_U01-07, K_U015
EU_02	Understand the importance of humanist gerontology to medical studies	K_W07, K_W08, K_W09, K_W10, K_U07, K_U012-13, K_U015, K_K03-07,
EU_03	Understand the interrelations and interdependencies between linguistics, gerontological (and geriatric) discourse and fictional/cultural artefacts	K_W05, K_U01-07, K_U09-10, K_U012-13, K_U015, K_K03
EU_04	Critically read and analyse interdisciplinary narratives pertaining to old age and ageing across centuries	K_W04, K_W07, K_U01-07, K_U012-13, K_U015, K_K03
EU_05	Further research pertaining to humanist gerontology in other disciplines, especially linguistics and discourse studies	K_W04, K_U01-07, K_U015, K_K01, K_K03
EU_06	Discriminate between proper and improper conduct towards aged/ageing interlocutors and develop sensitivity to various forms of ageism in order to counteract it	K_W05, K_W07, K_W08, K_W09, K_W10, K_U07, K_U09-13, K_U015, K_K01, K_K04-07, K_K10

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Introduction to cultural and humanistic gerontology, its origins and history: Definitions, terminology, goals and methodology of research.	EU_01, EU_02, EU_03, EU_05, EU_06
Introduction to narrative and literary gerontology: The main goals, terminology and methodology of exploration.	EU_01, EU_02, EU_03, EU_05, EU_06
Feminist perspectives: Genderisation of ageing	EU_01, EU_02, EU_03, EU_05, EU_06
The history of old age [Part 1]: The Antiquity and the [Christian] Middle Ages	EU_01, EU_02, EU_03, EU_05
Case study: (St)ages of life and prolongevity: Cicero's <i>De Senectute</i> and chosen narratives on healthy and moral ageing	EU_03, EU_04
The history of old age [Part 2]: The Renaissance	EU_01, EU_02, EU_03, EU_05
Case study: William Shakespeare's <i>As you like it</i> and <i>King Lear</i> (comic and tragic stereotypes)	EU_03, EU_04
The history of old age [Part 3]: The Enlightenment and the (narrative) medicalisation of old age	EU_01, EU_02, EU_03, EU_04, EU_05
The history of old age [Part 4]: The Victorian period	EU_01, EU_02, EU_05
Case study: The fear of growing old: Oscar Wilde's <i>Dorian Gray</i>	EU_03, EU_04
The history of old age [Part 5]: The modern era	EU_01, EU_02, EU_03, EU_05, EU_06
Case study: Laughing at ageing: <i>Ending Up</i> by Kingsley Amis	EU_03, EU_04
Case study: "Unsuccessful" ageing: Alice Munro's "The Bear Came Over the Mountain"	EU_03, EU_04
Old age and ageing in narratives for children	EU_01, EU_03, EU_04, EU_05, EU_06
Cinematic representations of ageing into/and old age	EU_01, EU_03, EU_04, EU_05, EU_06

5. Reading list:

- Arber, S. and J. Ginn, eds. (1995). *Connecting Gender and Ageing: A Sociological Approach*. Buckingham: Open University Press.
- Basting, A. (1998). *The Stages of Age: Performing Age in Contemporary American Culture*. Ann Arbor: University of Michigan Press.
- Botelho, L. A., and S. R. Ottaway (2016). *The History of Old Age in England 1600–1800, Vol. 1-8*. London: Routledge.
- Botelho, L. and P. Thane, eds. (2001). *Women and Ageing in British Society since 1500*. London: Longman.

- Cole, T. R. (1992). *The Journey of Life: A Cultural History of Aging in America*. New York: Cambridge University Press.
- Cole, T. R. and S. Gadow, eds. (1987). *What Does It Mean to Grow Old? Reflections from the Humanities*. Durham: Duke University Press.
- Cole, T. R., van Tasel, D. D. and R. Kastenbaum, eds. (1992) *Handbook of the Humanities and Aging*. New York: Springer Publishing Company.
- De Beauvoir, S. (trans. P. O'Brien) (1972). *The Coming-of-Age*. New York: W. W. Norton & Company, Inc.
- Deats, S. M. and L. T. Lenker, eds. (1999) *Aging and Identity: A Humanities Perspective*. Westport, Conn.: Praeger.
- Ellis, A. (2009). *Old Age, Masculinity, and Early Modern Drama. Comic Elders on the Italian and Shakespearean Stage*. Farnham: Ashgate.
- Featherstone, M. and A. Wernick, eds. (1995). *Images of Aging: Cultural Representations of Later Life*. London: Routledge.
- Fischer, D. H. (1977). *Growing Old in America*. New York: Oxford University Press.
- Friedan, B. (1993). *The Fountain of Age*. New York: Simon and Schuster.
- Gullette, M. M. (1997). *Declining to Decline: Cultural Combat and the Politics of the Midlife*. Charlottesville: University Press of Virginia.
- Gullette, M. M. (2004). *Aged by culture*. Chicago: University of Chicago Press.
- Katz, S. (1996). *Disciplining Old Age: The Formation of Gerontological Knowledge*. Charlottesville: University Press of Virginia.
- Kenyon, G. M., Clark, P. G., and B. De Vries (2001). *Narrative Gerontology: Theory, Research, and Practice*. New York: Springer.
- Mangan, M. (2013). *Staging Ageing: Theatre, Performance and the Narrative of Decline*. Bristol: Intellect.
- Martin, C. (2012). *Constituting Old Age in Early Modern English Literature from Queen Elizabeth to King Lear*. Amherst: University of Massachusetts Press.
- Minois, G. (1989). *History of Old Age: From Antiquity to the Renaissance*. Translated by Sarah Hanbury Tenison. Cambridge: Polity Press.
- Nelson, T. D., ed. (2004). *Ageism: Stereotyping and Prejudice against Older Persons*. Cambridge, MA: MIT.
- Ottaway, S. R. (2004). *The Decline of Life: Old Age in Eighteenth-Century England*. Cambridge: Cambridge University Press.
- Ottaway, S. R., L. A. Botelho, L. A. and K. Kittredge, eds. (2002) *Power and Poverty: Old Age in Pre-Industrial Past*. Westport, Conn.: Greenwood Press.
- Povlsen, J., Mellemegaard, S. and N. de Coninck-Smith, eds. (1999). *Childhood and Old Age: Equals or Opposites*. Odense M: Odense University Press.
- Shahar, S. (1997). *Growing Old in the Middle Ages*. New York: Routledge.
- Thane, P. (2000). *Old Age in English History: Past Experiences, Present Issues*. Oxford: Oxford University Press.
- Torres, S. (2020). *Ethnicity and Old Age: Expanding our Imagination*. London: Policy Press.
- Twigg, J. and W. Martin, eds. (2015). *Routledge Handbook of Cultural Gerontology*. Abingdon: Routledge.
- Von Dorotka Bagnell, P., and P. Spencer Soper, eds. (1989). *Perceptions of Aging in Literature: A Cross-Cultural Study*. New York: Greenwood Press, 1989.
- Wong, P. T. P., and L. M. Watt. (1991). 'What Types of Reminiscence are Associated with Successful Aging?', *Psychology and Aging* 6/2, 272–279.
- Yallop, H. (2013). *Age and Identity in Eighteenth-Century England*. London: Pickering and Chatto.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	
Interactive lecture	x
Problem – based lecture	
Discussions	X
Text-based work	X
Case study work	X
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	X
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	X
Other (please specify) – individual projects and presentations	x
...	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	EU_01	EU_02	EU_03	EU_04	EU_05	EU_06
Written exam						
Oral exam						
Open book exam						
Written test						
Oral test						
Multiple choice test						
Project						
Essay	x		x	x		
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Other (please specify)						
...						

3. Student workload and ECTS credits

Activity types	Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme	15

Independent study*	Preparation for classes	10
	Reading for classes	25
	Essay / report / presentation / demonstration preparation, etc.	10
	Project preparation	
	Term paper preparation	
	Exam preparation	
	Other (please specify) -	
	...	
Total hours		60
Total ECTS credits for the course		2

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5,0): the student fully understands and properly uses the terminology connected to humanist, literary and cultural gerontology; has read all the assigned texts and actively participated in class discussions; the student has delivered all necessary homework and was granted a 5.0 grade for the final essay

Good plus (+db; 4,5): the student understands and properly uses the terminology connected to humanist, literary and cultural gerontology; has read all the assigned texts and actively participated in class discussions; the student has delivered all necessary homework and was granted a 4.5 grade for the final essay

Good (db; 4,0): the student understands and properly uses the terminology connected to humanist, literary and cultural gerontology; has read all the assigned texts and often participated in class discussions; the student has delivered all necessary homework and was granted a 4.0 grade for the final essay

Satisfactory plus (+dst; 3,5): the student has basic knowledge of the terminology connected to humanist, literary and cultural gerontology; has most of the assigned texts and participated in some class discussions; the student has delivered most of the necessary homework and was granted a 3.5 grade for the final essay

Satisfactory (dst; 3,0): the student has basic knowledge of the terminology connected to humanist, literary and cultural gerontology; has read some of the assigned texts and participated in a few class discussions; the student has delivered homework containing mistakes and was granted a 3.0 grade for the final essay

Unsatisfactory (ndst; 2,0): the student does not understand and use the terminology connected to humanist, literary and cultural gerontology; has not read any of the assigned texts and has not participated in any of the class discussions; the student has not delivered homework and has failed to receive a positive grade for the final essay