

Critiquing the *Elderquest* and Charting Your Own

This assignment, voluntary though much recommended, has been designed by the developers of the **The *Elderquest* in Today's Movies and Novels** to help them assess the relevance and validity of the ideas proposed and discussed in the program.

It consists of two parts—your answers to a few questions and a few words about your own *Elderquest*—and both assignments are to be handed in at the end of the last class. All responses will be held in the strictest confidence, and our sole goal is to sample national opinion on the usefulness and desirability of the *Elderquest* as an alternative narrative for today's aging.

Part One:

1. Did our discussions of these films and novels and the materials in the *Study Guide* provide you with a real sense of what an *Elderquest* is and why it might prove to be appropriate and timely as an alternative narrative for today's aging, including your own?

Yes___ No___

(If your answer is no, you needn't go further)

2. Is the *Elderquest* an appropriate aging narrative for both men and women?

If not, why not?

3. Can you imagine the *Elderquest* replacing the dominant narrative of aging as the end of development and the onset of decline? If so, when? If not, why not?

Part Two:

Using **Handout Six: The Essential Components of the *Elderquest*** as a guide, use the other side of this sheet to tell us of your own *Elderquest* and the extent to which this course has affected it, prompted it, confirmed it, etc.

The *Elderquest* and its impact on my own narrative of aging:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Please remember to give this to your facilitator at the end of the last class.