

MCMASTER UNIVERSITY
DEPARTMENT OF HEALTH, AGING AND SOCIETY
HLTH AGE 4N03: AGING AND WELLBEING
FALL 2017

Instructor: Dr. Sarah Clancy
Lectures: 11:30-2:20 Thursdays

Email: clancysj@mcmaster.ca
Office: KTH 233
Office hours: Wednesdays 11:30-
12pm; Thursdays 10-11am

COURSE DESCRIPTION

This course explores the varied meanings of health and wellness among older individuals and analyzes the interconnected relationship between health, wellness and needs (i.e., physical, emotional/social, economic and political needs) by examining policies, programs, initiatives, and arrangements on the individual, group/social and institutional level that impact this relationship. In order to explore the different facets of health, wellness and aging, the course is divided in two parts. In the first part of the course, we will examine definitions of well-being, exploring how these conceptualizations are subjective and highly variable depending on social, cultural, historical and gendered contexts. In this part of the course, we will also examine key perspectives on aging, including active aging, aging in place, age-friendly initiatives, successful aging and harmonious aging. In the second part of the course, the key perspectives of aging will guide our discussions of how the meanings of aging, health and wellness are impacted by policies, programs, initiatives, and arrangements on both the individual, group/social and institutional level. Topics under discussion include: health, wellness and security needs; examining topics such as health, health care, and abuse; economic needs, such as retirement, pensions, and financial security; emotional and social needs, including social supports, group memberships, and care giving; political needs, such as relevant policies, civic engagement and representation; and finally, maintaining an authentic self to preserve health, wellness and well-being in older years. Our discussions will examine the experiences of aging, health and wellness from across the globe. This is a seminar style course format that requires active participation, attendance and contribution from all members of the class. More information on the seminar style approach is noted below.

COURSE OBJECTIVES

- Explore the diverse and subjective meanings of health and wellness for older adults in a global context
- Gain a critical understanding of the key perspectives on aging, such as active aging, aging in place, age-friendly initiatives, successful aging and harmonious aging
- Development of a knowledge base of the different programs, policies and initiatives that can impact the health and wellness of older adults and their social/emotional, political and economic needs
- Build on group collaboration skills, oral presentation skills, and time management through completion of a group seminar presentation and group report
- Improve critical reflection skills, as well as research and writing skills through completion of assignments

- Engage in scholarly debate with classroom colleagues through in-class participation in lectures and group-based activities.

COURSE EVALUATION - OVERVIEW

Understanding active aging inspired programs group report & presentation - 20%	Oct 5, 2017
Group seminar presentation - 25%	As assigned in class
Final paper - 40%	November 23, 2017
Final paper presentations - 5%	November 23, 2017
Class participation/attendance - 10%	Throughout the term

COURSE READINGS

1. COURSE READINGS

Course readings are available freely online or through McMaster Library Electronic Database. Please see the libaccess links provided in the weekly schedule and readings below.

ORGANIZATION OF THE COURSE

COURSE FORMAT

This is a seminar style course held on Thursdays from 11:30-2:20pm. Seminar style course format requires active participation, attendance and contribution from all members of the class. In the first portion of the course, the format will be interactive lecture-style with active participation, contribution and discussion from students. For the remainder of the course, the first part of the weekly class will be interactive lecture-style. The second half of the weekly class will be student-led. More information is provided below in the “evaluation components.”

COURSE WEBSITE

This course will use Avenue to Learn (<http://avenue.mcmaster.ca/>). Please check the website frequently for class announcements and other important information. We may be using the site for posting of grades. More information will be provided in class.

Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

EVALUATION COMPONENTS

1. UNDERSTANDING ACTIVE AGING AGENDA INSPIRED PROGRAMS AND INITIATIVES GROUP REPORT AND PRESENTATION - 20% - DUE ON OCTOBER 5, 2017

The purpose of this group assignment is to understand how the active aging agenda has inspired the creation of programs and initiatives on a global scale with the aim of increasing older adults' well-being, wellness and quality of life. Each group (this will be the same group you are working on the seminar presentation with; no changes are allowed) will research **3 different** active aging programs or initiatives which then will be reported on in a short written report. Students will critically evaluate each of these programs/initiatives in their report and presentation. Only 1 program/initiative can be from North America; the remaining two programs/ initiatives must be from two different regions/countries in the world. This report will be handed in on October 5, 2017. On the same day, each group of students will make a very brief in-class presentation about **one** of their selected programs and/or initiatives. Students will select **one** program/initiative from the 3 that were researched and reported on that they found most impactful, powerful, etc. Presentations are to be no more than 10 minutes in length. You can use PowerPoint for your presentation but it is not required. You must form groups by the end of the first full week of classes (i.e., September 15th) and inform Dr. Clancy of these arrangements. More information on the format and structure will be posted in Avenue during the first week of classes.

2. GROUP SEMINAR PRESENTATION - 25% - DATE AS ASSIGNED IN CLASS

In groups (max. number of students per group dependent on final class size), students are required to critically present the readings under weekly discussion to the class, lead a discussion, incorporate a group activity, pose questions, and incorporate information and material from outside of the course readings. I will make an announcement about the size of groups once we have final class numbers. Students will sign up for their selected week during the second or third class of the term. Seminars will begin in week 7 of the course. **Once signed up to a particular week and with a particular group, no changes are permitted. These presentations are expected to be 45 minutes in length including the class activity, but not including the question and answer period. Ensure that your presentation meets these guidelines. Please note that all students in the seminar group will receive the same grade.** More information, including assignment guidelines, will be posted on Avenue to Learn during the first week of class.

3. FINAL RESEARCH PAPER PRESENTATIONS - 5% - NOVEMBER 23, 2017

Students are required to present the findings of their individually written research paper. Presentations will be 5 minutes in length. The purpose of this assignment includes: (1) communication of research with fellow peers; (2) working on oral presentation skills; and, (3) the ability to present one's work in a clear, concise, and coherent format. Students are allowed to use any medium to communicate their findings, such as a short video, PowerPoint presentation, etc.; however, it must be no longer than 5 minutes in length. More information, including assignment guidelines, will be posted on Avenue to Learn during the first week of class.

4. FINAL RESEARCH PAPER - 40% - DUE ON NOVEMBER 23, 2017 - SUBMITTED TO DROPBOX ON AVENUE

Students are required to individually research and write a research paper on a topic of interest that has been discussed in the course. Students **may not** write the final research paper on the same topic/theme as their seminar presentation. More information, including assignment guidelines, will be posted on Avenue to Learn during the first week of class.

5. CLASS PARTICIPATION AND ATTENDANCE - 10% - THROUGHOUT THE TERM

Full participation, regular attendance, as well as full commitment and equal share of work in the seminar groups, are required throughout the term. Students are expected to come to class each week with the assigned readings read.

POLICIES AND PROCEDURES

1. COMPLETION OF ALL ASSIGNMENTS AND EXAMS ARE MANDATORY TO PASS THE COURSE. IF ANY COURSE REQUIREMENT IS NOT COMPLETED, YOU WILL RECEIVE A GRADE OF 0 AND NOT PASS THE COURSE.

Please submit your assignments (hard copies only) in class on the day that they are due. The exception to this is the final paper, which will be submitted to a dropbox on Avenue to Learn. Faxed or emailed assignments will NOT be accepted.

Your assignments should be typed and double-spaced in either 10 or 12 point Times New Roman or Arial font. **The due dates for all assignments are fixed and non-negotiable.** There will be a **deduction of 15% per day** for all late assignments, including weekends (15% for the whole weekend). If an assignment is due on Thursday, but handed in after 12:00am on Friday, the deduction will be 15% for that day and so on. Deductions are calculated per day, not per 24-hour period. **No assignments will be accepted 3 days after the original due date; there are no exceptions.** Please refer to assignment handouts for exact dates. **Any late papers/assignments will receive a grade only; no comments.**

2. ILLNESSES AND EMERGENCIES

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please note these regulations have changed beginning Fall 2015.

3. REVIEW OF MARKS

Assignments and exams are marked fairly and carefully. However, in the event that a student disagrees with his/her mark, the following procedure will be followed:

1. The student must write a detailed one-page note (hard copy only; emails will not be accepted) outlining the reason for the review of the mark. This note must be attached to the original assignment and handed in to the instructor
2. The instructor will review the request and review the original assignment and provide the student with written feedback

3. Students must not submit a request for review any earlier than 1 week after the paper/exams are returned and no later than 2 weeks after

4. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received

4. ACCOMMODATIONS

Please feel free to discuss your personal needs with me. Arrangements for Individualized accommodations can be made through Students Accessibility Services (<http://sas.mcmaster.ca/>). Students Accessibility Services (<http://sas.mcmaster.ca/>) also provides helpful information on time management, note-taking, keeping up with readings, and taking multiple choice tests.

If you require course information in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Student Accessibility Services (SAS):

Students who require academic accommodations must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone at 905-525-9140 ext. 28652, or by email at sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation for Students with Disabilities](#).

Responsibilities as a Student Registered at SAS: SAS assists with academic and disability-related resources for students with a variety of learning needs. If you require academic accommodation through SAS, be sure that you arrange your accommodations with SAS as early as possible, and ensure that the instructor receives a copy of your accommodation letter as early as possible in the term.

Students registered with SAS are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss their specific accommodation needs in relation to the course; and
- providing the instructor with their accommodation letter as early as possible.

For more information, visit the SAS website: <http://sas.mcmaster.ca>

Accommodating Peers: Students may be asked to assist in making our learning environment accessible for all students. For example, in-class presenters may be asked to submit, in advance, a text summary of the presentation's visual components to ensure the inclusion of students for whom those visuals would not otherwise be accessible.

5. COMPUTER USE IN THE CLASSROOM

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

6. OFFICE HOURS and EMAIL COMMUNICATION

I maintain regular office hours - no appointment is necessary. I am also available by email (clancysj@mcmaster.ca). Please use proper email etiquette when sending an email: include the course name in your subject line; provide a salutation (Dear Dr. Clancy); and include your name and student number. You can expect a response to your email within 48 hours, **excluding weekends, holidays and university scheduled breaks such as Fall break, etc.**

Faculty Of Social Sciences E-Mail Communication Policy: It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Avenue Mail: Please use your McMaster e-mail account to contact the instructor. There is a technical difference between the Mail feature in Avenue to Learn and the McMaster e-mail services, including UnivMail, the mail service used by most instructors. Messages sent from Avenue to e-mail, for example, can often cause unhelpful delays and errors.

7. ACADEMIC DISHONESTY

University Policy on Academic Dishonesty: You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the University.

Avoiding Academic Dishonesty: It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the McMaster Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only a few forms of academic dishonesty:

1. Submitting work that is not your own.
2. Submitting your own material for which other credit has already been obtained in another course.
3. Using another writer's sentences, phrasing, or writing structure without properly indicating your debt by using quotation marks.
4. Neglecting to properly cite the source of your ideas.
5. Improper collaboration in non-group work.

6. Copying or using unauthorized aids in tests and examinations.
7. Requesting accommodation or exceptions in bad faith or under false pretenses.

Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca/>

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

WEEKLY TOPICS AND READING SCHEDULE

TOPIC	ASSIGNED READINGS	IMPORTANT NOTES
WEEK ONE: SEPTEMBER 7, 2017		
Introduction to the course	No assigned readings	
WEEK TWO: SEPTEMBER 14, 2017		
Aging, well-being and quality of life	<p>1. George. L. K. (2010). Still happy after all these years: Research frontiers on subjective well-being in later life. <i>Journal of Gerontology: Social Sciences</i>, 65B (3), 331-359</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/libaccess.lib.mcmaster.ca/10.1093/geronb/gbq006</p> <p>2. Ní Mhaoláin, A. M., et al.,. (2012). Subjective well-being amongst community-dwelling elders: what determines satisfaction with life? Findings from the Dublin Healthy Aging Study. <i>International Psychogeriatrics</i>, 24(2), 316-323</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/libaccess.lib.mcmaster.ca/10.1017/S1041610211001360</p> <p>3. Gabriel, Z. & Bowling, A. (2004). Quality of life from the perspectives of older people. <i>Ageing and Society</i>, 24(5), 675-691</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/libaccess.lib.mcmaster.ca/10.1017/S0144686X03001582</p> <p>4. Moriarty, J. & Butt, J. (2004). Inequalities in quality of life among</p>	

	<p>older people from different ethnic groups. <i>Ageing and Society</i>, 24(5), 675-691</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/libaccess.lib.mcmaster.ca/10.1017/S0144686X04002521</p>	
WEEK THREE: SEPTEMBER 21, 2017		
<p>Active aging, aging in place and age-friendly initiatives</p>	<ol style="list-style-type: none"> 1. Plouffe, L. & Kalache, A. (2010). Towards global age-friendly cities: Determining urban features that promote active ageing. <i>Journal of Urban Health</i>, 87(5), 733-739 <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/libaccess.lib.mcmaster.ca/10.1007/s11524-010-9466-0</p> 2. Lassen, A.J. & Moreira, T. (2014). Unmaking old age: Political and cognitive formats for active ageing. <i>Journal of Aging Studies</i>, 30, 33-46 <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/libaccess.lib.mcmaster.ca/10.1016/j.jaging.2014.03.004</p> 3. Menac, V.H., et al., (2014). Lessons learned from a Canadian province-wide age-friendly initiative: The age-friendly Manitoba initiative. <i>Journal of Aging & Social Policy</i>, 26(1-2), 33-51 <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/libaccess.lib.mcmaster.ca/10.1080/08959420.2014.854606</p> 	

WEEK FOUR: SEPTEMBER 28, 2017

Successful aging and harmonious aging	<ol style="list-style-type: none"><li data-bbox="467 233 1008 598">1. Martin, P., et al., (2015). Defining successful aging: A tangible or elusive concept? <i>The Gerontologist</i>, 55(1), 14-25. Libaccess: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1093/geront/gnu044<li data-bbox="467 636 1008 1039">2. Stowe, J.D. & Conney, T.M. (2015). Examining Rowe and Kahn's concept of successful aging: Importance of taking a life course perspective. <i>The Gerontologist</i>, 55(1), 43-50 Libaccess: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1093/geront/gnu055<li data-bbox="467 1077 1008 1480">3. Strawbridge, W.J., Wallhagen, M.I., & Cohen, R.D. (2002). Successful aging and well-being: Self-rated compared with Rowe and Kahn. <i>The Gerontologist</i>, 42(6), 727-733 Libaccess: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1093/geront/42.6.727<li data-bbox="467 1518 1008 1869">4. Liang, J. & Luo, B. (2012). Toward a discourse shift in social gerontology: From successful aging to harmonious aging. <i>Journal of Aging Studies</i>, 26(3), 327-334 Libaccess: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.101	
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	6/j.jaging.2012.03.001	
WEEK FIVE: OCTOBER 5, 2017 - GROUP REPORT DUE TODAY; GROUP PRESENTATIONS TODAY - 20%		
In-class group presentations today	No assigned readings	GROUP REPORT DUE TODAY; GROUP PRESENTATIONS TODAY - 20%
WEEK SIX: OCTOBER 12, 2017 - FALL BREAK - NO CLASSES, NO OFFICE HOURS		
FALL BREAK - NO CLASSES, NO OFFICE HOURS	FALL BREAK - NO CLASSES, NO OFFICE HOURS	FALL BREAK - NO CLASSES, NO OFFICE HOURS
WEEK SEVEN: OCTOBER 19, 2017		
Impacts on aging, well-being and quality of life: Health, wellness and security needs	<ol style="list-style-type: none"> Naughton, C. et al., (2013). The relationship between older people's awareness of the term elder abuse and actual experiences of elder abuse. <i>International Psychogeriatrics</i>, 25(8), 1257-1266 Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/libaccess.lib.mcmaster.ca/10.1017/S1041610213000513 Knight, B.G. & Sayegh, P. (2011). Mental health and aging in the 21st century. <i>Journal of Aging & Social Policy</i>, 23(3), 228-243 Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://journals2.scholarsportal.info/libaccess.lib.mcmaster.ca/details/08959420/v23i0003/228_mhaait2c.xml McAuley, E., et al., (2000). Social relations, physical activity, and well-being in older adults. <i>Preventive Medicine</i>, 31(5), 608-617 Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.do 	STUDENT LED SEMINARS BEGIN (25%)

	<p>i.org.libaccess.lib.mcmaster.ca/10.1006/pmed.2000.0740</p> <p>4. Mudege, N.N. & Ezeh, A.C. (2009). Gender, aging, poverty and health: Survival strategies of older men and women in Nairobi slums. <i>Journal of Aging Studies</i>, 23(4), 245-257</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1016/j.jaging.2007.12.021</p>	
WEEK EIGHT: OCTOBER 26, 2017		
<p>Impacts on aging, well-being and quality of life: Economic needs</p>	<p>1. Doron, S. (2008). Law and older people - The rise and fall of Israel's senior citizens' act. <i>Journal of Aging & Social Policy</i>, 20(3), 353-375</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://journals1.scholarsportal.info/libaccess.lib.mcmaster.ca/details/08959420/v20i0003/353_laoprafoisca.xml</p> <p>2. Moularet, T. & Biggs, S. (2013). International and European policy on work and retirement: Reinventing critical perspectives on active ageing and mature subjectivity. <i>Human Relations</i>, 66(1), 23-43</p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1177/0018726711435180</p> <p>3. Denton, F.T. & Spencer, B.G. (2011). Age of pension eligibility, gains in life expectancy and social policy. <i>Canadian Public Policy</i>, 37(2), 183-199</p> <p>Libaccess:</p>	<p>STUDENT LED SEMINARS (25%)</p>

	<p>http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://muse.jhu.edu.libaccess.lib.mcmaster.ca/journals/canadian_public_policy/v037/37.2.denton.html</p> <p>4. Lloyd-Sherlock, P., Barrientos, A., Moller, V., & Saboia, J. (2012). Pensions, poverty, and well-being in later life: Comparative research from South Africa and Brazil. <i>Journal of Aging Studies</i>, 26(3), 243-252</p> <p>Libaccess: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1016/j.jaging.2012.02.003</p>	
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WEEK NINE: NOVEMBER 2, 2017

<p>Impacts on aging, well-being and quality of life: Emotional and social needs</p>	<p>1. Fine, M. (2012). Employment and informal care: Sustaining paid work and caregiving in community and home-based care. <i>Ageing International</i>, 37(1), 57-68</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1007/s12126-011-9137-9</p> <p>2. Thomas, P. A. (2010). Is it better to give or to receive? Social support and the well-being of older adults. <i>The Journals of Gerontology, Series B: Psychological Sciences</i>, 65B(3), 351-357</p> <p>Libaccess: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1093/geronb/gbp113</p> <p>3. Lawler-Row, KA.. & Elliott, J. The role of religious activity and spirituality in the health and well-being of older adults. <i>Journal of</i></p>	<p style="text-align: center;">STUDENT LED SEMINARS (25%)</p>
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	<p><i>Health Psychology, 14(1), 43-52</i></p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/libaccess.lib.mcmaster.ca/10.1177/1359105308097944</p> <p>4. Baker, P.A. et al., (2013). Communities of participation: A comparison of disability and aging identified groups on Facebook and LinkedIn. <i>Telematics and Informatics, 30(1), 22-34</i></p> <p>Libaccess: http://libaccess.mcmaster.ca/libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org/10.1016/j.tele.2012.03.004</p>	
WEEK TEN: NOVEMBER 9, 2017		
<p>Impacts on aging, well-being and quality of life: Political needs</p>	<ol style="list-style-type: none"> 1. Minkler, M. & Holstein, M.B. (2008). From civil rights to ... civic engagement? Concerns of two older critical gerontologists about a “new social movement” and what it portends. <i>Journal of Aging Studies, 22(2), 196-204</i> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1016/j.jaging.2007.12.003</p> <ol style="list-style-type: none"> 2. Beard, R.L. & Williamson, J.B. (2011). Social policy and the internal dynamics of the seniors right movement. <i>Journal of Aging Studies, 25(1), 22-33</i> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1016/j.jaging.2010.08.008</p> <ol style="list-style-type: none"> 3. McHugh, M.C. (2012). Aging, agency and activism: Older women as social change agents. <i>Women &</i> 	<p>STUDENT LED SEMINARS (25%)</p>

	<p><i>Therapy</i>, 35(3-4), 279-295</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1080/02703149.2012.684544</p> <p>4. Sanjek, R. (2010). Sustaining a social movement: Gray Panther ideology and tactics. <i>Journal of Aging, Humanities and the Arts: Official Journal of the Gerontological Society of America</i>, 4(2), 133-144</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/pdf/19325614/v04i0002/133_sasmgpiat.xml</p>	
WEEK ELEVEN: NOVEMBER 16, 2017		
<p>Impacts on aging, well-being and quality of life: Maintaining an authentic sense of self in older years</p>	<p>1. Barrett, A.E. et al., (2012). "It's your badge of inclusion" The Red Hat Society as a gendered subculture of aging. <i>Journal of Aging Studies</i>, 26(4), 527-538</p> <p>Libaccess: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1016/j.jaging.2012.07.005</p> <p>2. Rama, P. (2011). "Hanging out with the ROMEOs." <i>CNN.com</i>. Available online: http://www.cnn.com/2011/LIVING/02/19/breakast.with.romeos/</p> <p>3. Garnham, B. (2013). Designing 'older' rather than denying ageing: Problematizing anti-ageing discourse in relation to cosmetic surgery undertaken by older people. <i>Journal of Aging Studies</i>, 27(1), 38-46</p> <p>Libaccess:</p>	<p>LAST WEEK OF STUDENT LED SEMINARS (25%)</p>

	<p>http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1016/j.jaging.2012.11.001</p> <p>4. Kelly, F. (2014). Bodywork in dementia care: Recognising the commonalities of selfhood to facilitate respectful care in institutional settings. <i>Ageing & Society</i>, 34(6), 1073-1090</p> <p>Libaccess: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1017/S0144686X13000093</p>	
WEEK TWELVE: NOVEMBER 23, 2017 - FINAL PAPER PRESENTATIONS (5%) TODAY; FINAL PAPERS DUE TODAY (40%)		
Final paper presentations	No assigned readings	FINAL PAPER PRESENTATIONS (5%) FINAL PAPERS DUE TODAY (40%) - SUBMIT TO DROPBOX ON AVENUE
WEEK THIRTEEN: NOVEMBER 30, 2017		
Course wrap-up and evaluations	No assigned readings	