

MCMASTER UNIVERSITY
Department of Health, Aging & Society

HLTH AGE 4P03 – LEISURE AND RECREATION IN LATER LIFE

Winter 2018

Instructor: Dr. Mark Norman

Email: normam2@mcmaster.ca

Office Hours: By appointment

Day and Time of Classes: Friday 2:30-5:20 PM

Class Location: TSH 122

Course website: <http://avenue.mcmaster.ca>

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society at 905-525-9140, ext. 27227; email: hasdept@mcmaster.ca

Course Description

This seminar course focuses upon characteristics of the aging population and the theoretical aspects of aging, particularly as related to recreation, leisure and lifestyle. Practical aspects of recreation and leisure program development are explored, with a focus on delivery and facilitation for both community-based and institution-based older adults. With a focus on student involvement in the learning process, this course will explore the meaning of the concepts *aging* and *old age*, and the *role of recreation and leisure* in the lives of older adults. Course content includes: an examination of the implications for leisure of population aging; leisure and stereotypes of aging; leisure and relationships in later life; leisure and diversity in later life; leisure and aging well; the role of leisure in creating age friendly communities; and the opportunities for meaningful leisure for older adults living in community and long-term care settings.

Required Texts

Required readings will take the form of journal and media articles, and links to these online readings may be found on the course website (<http://avenue.mcmaster.ca>).

Course Format

This is a seminar style course that requires active participation, attendance and contribution from all members of the class. The format will be interactive lecture-based with active participation, contribution and discussion from students. Each week, a portion of the weekly class will be student-led. More information is provided below.

Evaluation

EVALUTATION COMPONENT	VALUE (%)	DUE DATE
READINGS AND IN-CLASS ENGAGEMENT		
Reading Summaries and Discussion Questions	15%	Each class from January 12 to March 16
Group Seminar Presentation	15%	TBD – One class between January 19 to March 16
Attendance	10%	Weekly
Participation	10%	Weekly
GROUP PROJECT COMPONENTS		
Group Transcription and Essay Proposal	15%	February 16
Group Research Paper	25%	April 6
Research Paper Presentation	10%	April 6

Evaluation Components: Readings and In-Class Engagement

Class Attendance (10%) and Participation (10%)

Due Date: Weekly in class

These first two components are clearly linked, though are separated here because solely attending class is insufficient to earn a participation mark. Regular attendance and participation, 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 and ready to engage in class discussions and participate in any discussions or activities.

Weekly Reading Summary and Discussion Question (15%)

Due Date: Weekly in class from January 12 to March 16

Each week, students will be required to complete a ½ -1 page (single spaced) summary of the readings that includes one discussion question related to the readings. We will exchange summaries in a peer-feedback model, with students submitting them at the beginning of each class. Questions will be used to facilitate class discussion. Please remember to include your name when submitting your summary. Students are required to submit **9** summaries in total. Students not present in class cannot submit their summaries and will not receive the points for that week (unless a valid documentation is provided). Students **are** still expected to submit their weekly summary on the week where they are doing their seminar presentation.

Group Seminar Presentation (20%)

Due Date: As assigned in class

In groups (group size dependent on final class numbers), students are required to critically present the readings under weekly discussion to the class, lead a discussion, pose questions, and incorporate information and material from outside of the course readings. Students will sign up for their selected week during the first class of the term (January 5). **Once signed up to a particular week and with a particular group, no changes are permitted.** These presentations are expected to be 1 hour in length without 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.

Evaluation Components: Group Project

The group project is designed to give you the opportunity to engage in hands-on data (interview) analysis and develop a research project based on themes that emerge from the interview you transcribe/analyze. There are three components to the project, which collectively will develop data analysis, research, writing, and oral presentation skills.

Group Transcription and Essay Proposal (15%)

Due Date: February 16

Each group will be given an electronic file of an interview, conducted by McMaster University researchers, in which an older adult reflects on his/her experiences and views on leisure. Groups will divide up the interview and transcribe their assigned portion, submitting a complete transcript as part of this assignment. Using the data from their assigned interview, groups will develop a short (1-2 page) research essay proposal that relates the contents of the interview to topics and themes relevant to leisure in later life. The proposal is intended to allow groups to clearly define their research questions/thesis statement, begin to identify relevant sources, and further develop their thinking as it pertains to key components of the research paper. Importantly, this assignment encourages you to start working on your paper early in the term, allowing adequate time for researching, writing and revising your final paper. You may choose any topic related to leisure, recreation, and aging, but it should relate

Group Research Paper (25%)

April 6 in class

Groups will research and write a research paper on a topic of interest that has been discussed in the course and relates to themes in their interview transcript. Exact assignment requirements will depend on the size of groups. More information, including assignment guidelines, will be discussed in class and posted on Avenue to Learn by the third week of term.

Research Paper Presentation (10%)

April 6 in class

Groups are required to present the findings of their research paper to the class. Presentations should be between 15-20 minutes in length and will be followed by approximately 10 minutes of discussion. The purposes of this assignment include: (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 (i.e., a short video, PowerPoint presentation, etc.); however, it must be no longer than 10 minutes in length. All group members are expected to take an equal share of the presentation – a clearly inequitable work distribution will affect the final grade. Any students who are not present for their groups' presentation will receive zero for this portion of the assignment (unless missing for a documented reason).

PLEASE READ THE FOLLOWING POINTS CAREFULLY:

Assignments, Exams, and Late Policies

All assignments, tests, and exams must be completed in order to pass the course. Please submit your assignments via hard copy, in class on the day they are due. Faxed and emailed assignments will not be accepted.

Please do not bring assignments to the main Health, Aging & Society office. The Health, Aging & Society staff do not date-stamp assignments, nor do they monitor the submission or return of papers. Assignments will be returned to you in class, or via Avenue to Learn.

Your assignments should be typed and double-spaced. Barring exceptional circumstances (i.e., serious illness), there will be a deduction of 5% per day for all late assignments.

Absences, Missed Work, & Illness

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.

Grading and Review of Grades

Your final mark will be converted to a letter grade according to the scale used by the Registrar and available in the Undergraduate Calendar.

All course work will be graded carefully. On occasion, students may disagree with the mark they receive. If this occurs, I would be happy to review the mark, provided the request is serious and the following procedure is followed:

Write a one-page statement describing in detail why you think a marking error was made. Support your argument with examples from your paper/test of how you believe you satisfied the criteria better than your grade reflected.

The statement should be submitted, along with the marked assignment or test, to me for review. You may submit the request for a re-mark no sooner than one week and no later than one month after the assignment or test was returned. I will review your mark and get back to you with written feedback.

Please note that there is a possibility that when a mark is reviewed, the new mark may be lower than the original.

Avenue to Learn

In this course, we will be using Avenue to Learn. 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.

Registered students are automatically enrolled in this space, which can be accessed at the following web address: <http://avenue.mcmaster.ca/>

If you are unable to access this space, please contact your instructor to enroll you. Please keep in mind that it takes 24 hours (and sometimes longer) after you have registered for you to have access to Avenue to Learn.

Computer & Cell Phone Use

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 (or asked to leave) for the remainder of the lecture or tutorial.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation 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 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Course Modification

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.

Email/Class Communication

While you can reach me by email, I strongly encourage you to ask questions about the syllabus and course assessments during class time. My preference is for our conversations to take place in person rather than via email, thus allowing us to get to know each other better and fostering a more collegial learning atmosphere. If you use email, please include the course code in the subject line, and your full name and student number in the body of the email. I will endeavour to respond within 48 hours (excluding weekends and holidays).

In the context of a university course, email is a mode of professional communication. Please keep the conventions of professional communication in mind when composing messages (e.g., use full sentences with proper punctuation, be polite, and refrain from using informal abbreviations).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including 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.

Academic Integrity

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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.

Improper collaboration in group work.

Copying or using unauthorized aids in tests and examinations.

DATE	TOPIC	READINGS
Jan. 5	Introduction & Course Expectations	None
Jan. 12	Theoretical Perspectives on Leisure and Aging	1. Hazan (1994) 2. Parr (1999) <i>Supplementary reading: The Serious Leisure Perspective (n.d.)</i>
Jan. 19	Barriers to Leisure: Social Isolation, Stereotypes & Ageism	1. Pike (2013) 2. Mayo (2017) <i>Supplementary reading: Kembhavi (2012)</i>
Jan. 26	Leisure and Aging Well	1. Dupuis (2008) 2. Rozanova (2010) <i>Supplementary reading: Sellers (2009)</i>
Feb. 2	Leisure, Aging and Relationships	1. Toepoel (2013) 2. Radina et al. (2008) <i>Supplementary reading: Basu (2014)</i>
Feb. 9	Leisure, Aging and Diversity (Part 1)	1. Henderson (2009) 2. Shankle et al. (2003) <i>Supplementary reading: TBD</i>
Feb. 16	Leisure, Aging and Diversity (Part 2)	1. Ellison & White (2017) 2. Heley & Jones (2013) <i>Supplementary reading: Reid & Welke (1998)</i>
Feb. 23	MIDTERM RECESS – NO CLASS	None
March 2	Sport Participation in Later Life	1. Griffin (2017) 2. Lyons & Dionigi (2007) <i>Supplementary reading: “Extreme sports killing the elderly” (2010)</i>
March 9	Community-Based Leisure Contexts and Age-Friendly Communities	1. Ritchie (2003) 2. Novek & Menec (2014) <i>Supplementary reading: Selin Davis (2012)</i>
March 16	E-Gaming and Online Leisure Environments	1. Millington (2015) 2. Nimrod (2010) <i>Supplementary reading: Zafar (2012)</i>
March 23	Film Screening & Research Paper Check-in	None
March 30	EASTER HOLIDAY – NO CLASS	None
April 6	Presentations <i>*Final paper due</i>	None

List of Readings

Week 1 – Introduction & Course Expectations

No readings

Week 2 – Theoretical Perspectives on Leisure and Aging

Hazan, H. (1994). *Old age: Constructions and deconstructions*. Cambridge, UK: Cambridge University Press.

- Chapter 1: “The social trap: The language of separation”

Parr (1999). Leisure theory and practice: A critical approach. *Abstracts of Papers Presented at the Ninth Canadian Congress on Leisure Research, May 12 - 15, 1999*. Retrieved from: https://lin.ca/sites/default/files/attachments/CCLR9_04.pdf.

The Serious Leisure Perspective. (n.d.) Available from: <http://www.seriousleisure.net/concepts.html>

Week 3 – Aging and Barriers to Leisure

Mayo, S. (2017). *Indicators of social isolation among Hamilton seniors report*. Hamilton, ON: Social Planning & Research Council of Hamilton.

Pike, E. C. (2013). The role of fiction in (mis)representing later life leisure activities. *Leisure Studies* 32(1), 69-87.

Kembhavi, R. (2012). Canadian seniors: A demographic profile. *Elections Canada*. Retrieved from: <http://www.elections.ca/content.aspx?section=res&dir=rec/part/sen&document=index&lang=e>.

Week 4 – Leisure and Aging Well

Dupuis, S. L., & Alzheimer, M. (2008). Leisure and ageing well. *World Leisure Journal*, 50(2), 91-107.

Rozanova, J. (2010). Discourse of successful aging in *The Globe & Mail*: Insights from critical gerontology. *Journal of aging studies*, 24(4), 213-222.

Sellers, D. (2009). So, how old is too old: A forced reflection on the meaning of old age. *Journal of Aging, Humanities, and the Arts*, 3(2), 140-143.

Week 5 – Leisure, Aging and Relationships

Radina, M. E., Lynch, A., Stalp, M. C., & Manning, L. K. (2008). "When I am an old woman, I shall wear purple": Red Hatters cope with getting old. *Journal of Women & Aging, 20*(1-2), 99-114.

Toepoel, V. (2013). Ageing, leisure, and social connectedness: how could leisure help reduce social isolation of older people?. *Social Indicators Research, 113*(1), 355-372.

Basu, T. (2014). Not quite Tinder for seniors. *The Atlantic*. Retrieved from <https://www.theatlantic.com/technology/archive/2014/06/not-quite-tinder-for-senior-citizens/372078/>.

Week 6 – Leisure and Aging: Diverse Perspectives (Part 1)

Henderson, K.A. (2008). Just research and physical activity: Diversity is more than an independent variable. *Leisure Sciences, 31*(1), 100-105.

Shankle, M. D., Maxwell, C. A., Katzman, E. S., & Landers, S. (2003). An invisible population: Older lesbian, gay, bisexual, and transgender individuals. *Clinical Research and Regulatory Affairs, 20*(2), 159-182.

An additional TBD reading will be added.

Week 7 – Leisure, Aging: Diverse Perspectives (Part 2)

Ellison, C.J., & White, A.L. (2017) Exploring leisure and retirement for people with intellectual disabilities. *Annals of Leisure Research 20*(2), 188-205,

Heley, J., & Jones, L. (2013). Growing older and social sustainability: considering the 'serious leisure' practices of the over 60s in rural communities. *Social & Cultural Geography, 14*(3), 276-299.

Reid, D.G., & Welke, S. (1998). Leisure and traditional culture in First Nations communities. *Journal of Leisurability, 25*(1), <http://lin.ca/sites/default/files/attachments/v25n1a5.htm>.

Week 8 – Sport Participation in Later Life

Griffin, M. (2017). Embodied learning and new physical activity in mid- and later life. *Qualitative Research in Sport, Exercise and Health, 9*(5), 554-567.

Lyons, K., & Dionigi, R. (2007). Transcending emotional community: A qualitative examination of older adults and masters' sports participation. *Leisure Sciences, 29*(4), 375-389.

Extreme sports killing the elderly. (2010). *The Telegraph*. Retrieved from <http://www.telegraph.co.uk/news/7605418/Extreme-sports-killing-the-elderly.html>.

Week 9 – Community-Based Leisure Contexts and Age-Friendly Communities

Novek, S., & Menec, V. H. (2014). Older adults' perceptions of age-friendly communities in Canada: A photovoice study. *Ageing & Society*, 34(6), 1052-1072.

Ritchie, L. (2003). Adult day care: Northern perspectives. *Public Health Nursing*, 20(2), 120-131.

Selin Davis, L. (2012). The tragedy of modern retirement communities. *City Lab*. Retrieved from: <https://www.citylab.com/design/2012/10/tragedy-modern-retirement-communities/3420/>

Week 10 – E-Gaming and Online Leisure Environments

Millington, B. (2015). Exergaming in retirement centres and the integration of media and physical literacies. *Journal of aging studies*, 35, 160-168.

Nimrod, G. (2010). The fun culture in seniors' online communities. *The Gerontologist*, 51(2), 226-237.

Zafar, A. (2012). Physical video games may help the elderly psychologically. *The Atlantic*. Retrieved from: <https://www.theatlantic.com/technology/archive/2011/02/physical-video-games-may-help-the-elderly-psychologically/71184/>.

Weeks 11 and 12 – Film Screening / Final Presentations

No readings