

LEISURE AND RECREATION IN LATER LIFE

Fall, 2019

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Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview	3
Course Evaluation – Details	4
<i>In Class Evaluation Components:</i>	4
Attendance and Participation (10% and 15%), due weekly in class.....	4
Weekly Reading Summary (15%), due weekly in class	4
Seminar Presentation (15%), specific due date to be assigned	4
Weekly Course Schedule and Required Readings	5
Week 1 (September 6).....	5
Week 2 (September 13).....	5
Week 3 (September 20).....	6
Week 4 (September 27).....	6
Week 5 (October 4)	6
Week 6 (October 11)	6
Week 7 (October 18)	7
Week 8 (October 25)	7
Week 9 (November 1).....	7
Week 10 (November 8).....	7
Week 11 (November 15).....	8
Week 12 (November 22).....	8
Week 13 (November 29).....	8
Course Policies	8
Submission of Assignments.....	8
Grades.....	8

Late Assignments 9

Requests for Relief for Missed Academic Term Work 9

Avenue to Learn 9

Authenticity / Plagiarism Detection 9

Course Modification 9

University Policies 10

 Academic Integrity Statement..... 10

 Academic Accommodation of Students with Disabilities..... 10

 Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)
 10

 Faculty of Social Sciences E-mail Communication Policy 11

 Extreme Circumstances..... 11

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.

Course Objectives

By the end of the course students should be able to:

- Summarize and critically assess academic articles.
- Lead their peers in seminar discussion.
- Work collaboratively to produce an original research paper on a topic relevant to leisure and recreation in later life.

Required Materials and Texts

There is no text in this course. The schedule below lists the readings for each week. All are available through the McMaster library system or are linked on the course website (<http://avenue.mcmaster.ca>).

Class 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.

Course Evaluation – Overview

1. Attendance and Participation (25%; weekly in class)
2. Weekly Reading Summary (15%; weekly in class)
3. Seminar Presentation (15%; specific date to be assigned)
4. Group Project Proposal (5%; October 11)
5. Group Project (30%; November 29)
6. Group Project Presentation (10%; November 29 in class)

Course Evaluation – Details

Evaluation consists of in class evaluation components (55%) and group project components (45%). In class components will take place in class and require regular and engaged participation in weekly discussions. For group project components, you will form a group (group size dependent on final class numbers; likely 4-5 students) early in the term and work with your group members to develop and implement a project of your choosing related to course topics and themes. Ample in class time will be given to work in your groups and for the instructor to check in on your progress and help guide your progress.

In Class Evaluation Components:

Attendance and Participation (10% and 15%), due weekly in class

These components are clearly linked, though are separated here because solely attending class is insufficient to earn a participation mark. Regular attendance and participation are required throughout the term. Students are expected to come to class each week having read the assigned readings and ready to engage in class discussions and participate in any discussions or activities.

Weekly Reading Summary (15%), due weekly in class

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. Questions will be used to facilitate class discussion. Readings marked with an asterisk (*) are intended to be supplementary, and do not need to be included in your summary. Please remember to include your name and student number when submitting your summary. Students are required to submit 8 summaries in total (summaries do not need to be submitted if there are no assigned readings in a given week). Students not present in class cannot submit their summaries and will not receive the points for that week (unless valid documentation is provided). Students are still expected to submit their weekly summary on the week where they are doing their seminar presentation.

Seminar Presentation (15%), specific due date to be assigned

In groups (group size dependent on final class numbers; likely 2-3 students), students are required to critically present the readings under weekly discussion to the class, lead a seminar 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 (September 6). Once signed up to a particular week and with a particular group, no changes are permitted. These presentations are expected to be approximately 1 hour in length, not including the question and answer period. Please note that all students in the seminar group will receive the same grade.

Group Project Evaluation Components:

Project Proposal (5%), due October 11

Groups will develop a short (1-2 page) research proposal on a topic relevant to recreation and leisure in later life. The proposal is intended to allow groups to clearly define their research questions/thesis statement, explain their proposed methodology, 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. In consultation with the instructor, you may choose any topic related to leisure, recreation, and aging.

Research Paper (30%), due November 29

Groups will research and write a research paper on their chosen topic. Papers are expected to provide an overview of the topic, a literature review, a discussion of methodology, a presentation of results, and a critical discussion relating to course themes. 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.

Group Presentation (10%), due November 29 in class

Groups are required to present the findings of their research paper to the class. Presentations should be approximately 15 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.). 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, in which case an alternative evaluation will be given).

Weekly Course Schedule and Required Readings

Week 1 (September 6)

Introduction & Course Expectations

No readings

Week 2 (September 13)

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 (September 20)

Barriers to Leisure: Social Isolation, Stereotypes & Ageism

- Mayo, S. (2017). Indicators of social isolation among Hamilton seniors report. Hamilton, ON: Social Planning & Research Council of Hamilton. Available from: <http://socialisolation.ca/project/indicators-of-social-isolation/>.
- 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 (September 27)

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 (October 4)

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/>.

Notes: Group Project Proposal due

Week 6 (October 11)

Leisure, Aging and Diversity

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

- Ellison, C.J., & White, A.L. (2017). Exploring leisure and retirement for people with intellectual disabilities. *Annals of Leisure Research* 20(2), 188-205.
- Findlay, L.C. (2011). Physical activity among First Nations people off reserve, Métis and Inuit. *Health Reports*, 22(1).
<https://www150.statcan.gc.ca/n1/en/pub/82-003-x/2011001/article/11403-eng.pdf?st=Vr5w0n6m>.

Week 7 (October 18)

Reading Week – No Class

Week 8 (October 25)

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.

Week 9 (November 1)

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 (November 8)

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/>.

Week 11 (November 15)

Guest Lecture and Research Paper Check-in

Readings TBD

Notes: A guest lecturer will present. Ample time will be given for groups to work on their projects and for the instructor to meet individually with groups to discuss progress.

Week 12 (November 22)

Film Screening and Research Paper Check-in

No readings

Notes: A documentary will be screened. Ample time will be given for groups to work on their projects and for the instructor to meet individually with groups to discuss progress.

Week 13 (November 29)

Course Conclusion and Group Presentations

No readings

Notes: Group Project and Presentations due

Course Policies

Submission of Assignments

Hard copies of assignments should be submitted in class.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Late assignments will be deducted 5% per day.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF)

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”.

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.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any 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.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior 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 behavior 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 credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

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 [Academic Accommodation of Students with Disabilities](#) policy.

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

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.