

HDE 100C: Adulthood and Aging, Fall 2018 [version 09/27/2018]
Tues & Thurs, 8:00-9:50am; 198 Young Hall

Professor: Beth A. Ober, 1357 Hart Hall
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Dr. Ober's Office Hours: Mon 2:30-3:30; Thurs 10:30-11:30

Teaching Assistants:

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Students' last names beginning with **A - J**

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Office hours (283 Kerr; Linguistics): Mondays 4:30-5:30, Wednesdays
9:45-10:45

Course Goals: In this course, we will explore biological, cognitive, and socio-emotional aspects of adult development and aging. This is an introductory course, providing a broad survey of adult development and aging, and as such, will serve as an appropriate gateway to more advanced/specific coursework in adulthood and aging. At the end of the course you should understand developmental changes across adulthood in all three domains of development (biological, cognitive, & socio-emotional), as well as the major theories of aging that have been posited and debated to account for these developmental changes. You are encouraged to ask questions in class and/or to come see the instructor or the TAs during their office hours.

Required Textbook: Bjorklund, B.R. (2016). *The Journey of Adulthood*, **Revel 8e** (updated 8th edition), Pearson Education, Inc. This is an e-text, with access to required, online quizzes. You will be getting an email from the UCD Bookstore with information about how to purchase the e-book via the Inclusive Access Program; also, at the beginning of the first class session, our Pearson Education, Inc. representative will "walk" students through the Pearson Revel e-book registration process.

Additional, Required Readings (PDFs are posted on Canvas):

Carstensen, L.L. and DeLiema, M. (2018). The positivity effect: a negativity bias in youth fades with age. *Current Opinion in Behavioral Sciences*, 19, 7-12.

Kennedy, G., Hardman, R.J., Macpherson, H., Scholey, A.B., & Pipingas, A. (2017).

How does exercise reduce the rate of age-associated cognitive decline? A review of potential mechanisms. *Journal of Alzheimer's Disease*, 55, 1-18.

Ober, B.A. (2010). Memory, brain, and aging: The good, the bad, and the promising. *California Agriculture (special issue "California Aging")*, 64 (4), 174-182.

Please download the PDF of this article from
<http://calag.ucanr.edu/archive/?type=pdf&article=ca.v064n04p174>
Reynolds, G. Aging well through exercise. *New York Times*, March 27, 2011.
Reynolds, G. The best exercise for aging muscles. *New York Times*, March 23, 2017.
Salthouse, T.A. (2010). *Major Issues in Cognitive Aging*. Chapter 6 - Practical consequences and potential interventions.
Stix, G. (2015). Alzheimer's: Forestalling the darkness. Interventions before symptoms appear could be key to slowing or stopping the leading cause of dementia. *Scientific American*, 24 (March 2015, Special Issue - "Secrets of Staying Young"), 67-75.
Wroblewski, A.P., Amati, F., Smiley, M.A., Goodpaster, B., & Wright, V. (2011). Chronic exercise preserves lean muscle mass in masters athletes. *The Physician and Sportsmedicine*, 39, 172-178.

COURSE REQUIREMENTS:

Reading Assignments. All chapters *except* Chapters 5 (Social Roles) and 9 (Quest for Meaning) of the class textbook (Bjorklund, 2016) are required reading. There are additional required readings, which are posted on Canvas and listed within the syllabus. The reading assignments should be completed before the class meeting to which they are assigned. Students are responsible for concepts covered in all assigned readings.

Writing Assignment. There is one writing assignment (6-page, double-space paper) focused on an assigned topic. Details regarding the content and format of the paper will be discussed in class and posted on Canvas at the beginning of the quarter. This writing assignment must be submitted in .doc or .docx format, via the Assignments folder in Canvas, by 11:00 PM on Monday, October 29. There will be a 10%-of-points deduction for papers not successfully uploaded to Canvas prior to the deadline and an additional 10%-of-points deduction will apply for each subsequent day that the paper is not successfully uploaded to Canvas.

Exams. There will be two midterms as well as one final exam. The midterms will take place during class, on Tuesday, October 23, and Thursday, November 15. The final exam will be cumulative and will take place on TUESDAY, DECEMBER 11, 3:30 - 5:30. NO MAKE UP MIDTERMS or MAKE UP FINAL EXAM will be allowed EXCEPT in the case of appropriately documented serious illness or other appropriately documented serious personal/family situation. Moreover, NO EARLY EXAMS will be allowed. Note: Once you are registered for this course, you are committed to taking the **final exam** on the date & time scheduled by the registrar: **Tuesday, Dec 11, 3:30 -5:30.**

Class Time. The lecture material will cover much (but certainly not all) of the information in your textbook. Some of the material covered in lecture will not be covered in the text; this material is being brought into lecture in order to supplement, enhance, and/or provide new applications/examples of key concepts from the text. Students are responsible for *all* material presented in class. It should be noted that the slide sets which will be posted for each lecture on Canvas, for your convenience, are generally just the

key points of what is being covered in that lecture; if you need to miss a class, you should consider obtaining the full/detailed lecture notes from a classmate.

GRADING (percentage of overall grade for each item):

the Writing Assignment is worth 16%; *each of the ten* Pearson Revel Quizzes is worth 2% (for a total of 20%); *each of the two* Midterm Exams is worth 20% (for a total of 40%); & the (cumulative) Final Exam is worth 24%.

ACADEMIC INTEGRITY and COURTESY:

You are encouraged to form study groups to help you learn the material covered in this class. However, exams and papers should reflect your work and your work alone. Students who do not do their own work will be reported to Student Judicial Affairs (<http://sja.ucdavis.edu>). If you cheat, you also risk receiving an “F”, not only for the exam/paper, but also for the course. Examples of cheating include (but are not limited to): looking at someone else’s exam during an exam period, using notes/aids brought into an exam period, and using someone else’s words as your own (plagiarism) in your term paper. Courtesy and respect among students, teaching assistants, and the instructor are essential for a healthy and productive learning environment. It is requested/expected that: (1) you have your cell phone off during class; (2) you do not chat with your classmates during lecture; and (3) if you must arrive to class late or leave early, that you do so with minimal disruption to your classmates.

ACADEMIC PARTICIPATION & CODE of ACADEMIC CONDUCT:

Starting in fall 2018, in order to comply with the Department of Education, a method of allowing UCD students to confirm that they have started work on a course was developed in cooperation with the Academic Senate and other key University stakeholders. MyUCDavis will notify students online and through email on the first day of instruction to complete their Academic Participation verification no later than the quarter add deadline – for fall 2018, that date is October 11, 2018. Failing to verify academic participation by this deadline may result in a reduction of the student’s financial aid award. Here is the link for verifying enrollment in your fall quarter courses: https://my.ucdavis.edu/academic_participation/

Also, as of fall 2018, all UCD course syllabi must provide a link to (or the complete text of) the Code of Academic Conduct. "This Code of Academic Conduct exists to support high standards of behavior and to ensure fair evaluation of student learning. Students who violate the Code of Academic Conduct are subject to disciplinary sanctions that include censure, probation, suspension, deferred separation or dismissal from the University of California." The prior sentence is quoted from introductory section of the Code of Academic Conduct document. For the full document, please go to the following link: <http://sja.ucdavis.edu/files/cac.pdf>

COURSE SCHEDULE (Lecture Topics, Readings, Paper Due & Exam Dates):

Thursday September 27

Overview of Course; Introduction to Adult Development and Aging

Reading: Textbook, Chapter 1, up through section 1.4

Tuesday October 2

Introduction to Adult Development & Aging (cont.); Research Methods

Reading: Textbook, Chapter 1, section 1.5 to end of chapter

Revel QUIZ on Chapter 1 - Due Wednesday, Oct. 3

Thursday October 4

Biological Theories of Aging; Physical Changes

Reading: Textbook, Chapter 2

Revel QUIZ on Chapter 2 - Due Sunday, Oct. 7

Tuesday Octobers 9

I. Health and Health Disorders

Reading: Textbook, Chapter 3

II. Video: Living Old, Part I

Thursday October 11

Exercise, Fitness, and Aging

Guest Lecturer: Lisa Rapalyea, Ph.D., A.T.C.

Dr. Rapalyea obtained her Ph.D. in Human Development from U.C. Davis. Dr. Rapalyea teaches at U.C. Davis and CSU Sacramento; she is also a certified athletic trainer, with research interests in the effects of sports and exercise over the lifespan.

Readings:

- 1) Reynolds, G. Aging well through exercise. *New York Times*, March 27, 2011
- 2) Reynolds, G. The best exercise for aging muscles. *New York Times*, March 23, 2017.
- 3) Wroblewski, P., Amati, F., Smiley, M.A., Goodpaster, B., & Wright, V. (2011). Chronic exercise preserves lean muscle mass in masters athletes. *The Physician and Sportsmedicine*, 39, 172-178.

Recommended (i.e., *not* required) reading: Robinson, M. M., et al. (2017). Enhanced protein translation underlies improved metabolic and physical adaptations to different exercise training modes in young and old humans. *Cell Metabolism*, 25, 581-592.

Revel QUIZ on Chapter 3 - Due Friday, Oct. 12

Tuesday October 16

Brain and Aging: Part 1 (Brain Changes with Normal vs. Abnormal aging)

Reading:

Stix, G. (2015). Alzheimer's: Forestalling the darkness. Interventions before symptoms appear could be key to slowing or stopping the leading cause of dementia. *Scientific American*, 24 (March 2015, Special Issue - "Secrets of Staying Young"), 67-75.

Thursday October 18

Brain and Aging: Part 2 (Effects of Exercise)

Reading:

Kennedy, G., Hardman, R.J., Macpherson, H., Scholey, A.B., & Pipingas, A. (2017). How does exercise reduce the rate of age-associated cognitive decline? A review of potential mechanisms. *Journal of Alzheimer's Disease*, 55, 1-18.

Tuesday October 23

MIDTERM #1

Thursday, October 25

Stress, Coping, and Resilience

Reading: Textbook, Chapter 10

Revel QUIZ on Chapter 10 - Due Friday, Oct. 26

MONDAY, October 29, Writing Assignment DUE; must be successfully uploaded to Canvas, by 11:00PM

Tuesday October 30

Intelligence

Readings:

(1) Textbook, Chapter 4, section 4.1

(2) Salthouse, T.A. (2010). *Major Issues in Cognitive Aging*. Chapter 6 - Practical consequences and potential interventions.

Thursday November 1

Memory

Readings:

(1) Textbook, Chapter 4, section 4.2

(2) Ober, B.A. (2010). Memory, brain, and aging: The good, the bad and the promising. *California Agriculture (special issue "California Aging")*, 64 (4), 174-182.

Please download the PDF of this article from:

<http://calag.ucanr.edu/archive/?type=pdf&article=ca.v064n04>

Tuesday November 6

Real-World Cognition; Individual Differences in Cognition

Reading: Textbook, Chapter 4, section 4.3 to end of chapter

Revel QUIZ on Chapter 4 - Due Wednesday, Nov. 7

Thursday November 8

Social Relationships: Part 1

Readings:

- (1) Textbook, Chapter 6, sections 6.1 & 6.2
(2) Carstensen, L.L. and DeLiema, M. (2018). The positivity effect: a negativity bias in youth fades with age. *Current Opinion in Behavioral Sciences*, 19, 7-12.

Tuesday, November 13

Social Relationships: Part 2

Reading: Textbook, Chapter 6, section 6.3 to end of chapter

Revel QUIZ on Chapter 6 - Due Wednesday, Nov. 14

Thursday, November 15

MIDTERM #2

Tuesday, November 20

Work and Retirement

Reading: Textbook, Chapter 7

Revel QUIZ on Chapter 7 - Due Wednesday, Nov. 21

Thursday, November 22

Thanksgiving Holiday - NO CLASS

Tuesday, November 27

Personality

Reading: Textbook, Chapter 8

Revel QUIZ on Chapter 8 - Due Wednesday, Nov. 28

Thursday, November 29

I. Video: Living Old, Part 2

II. Death and Bereavement

Reading: Textbook, Chapter 11

Revel QUIZ on Chapter 11 - Due Sunday, Dec. 2

Tuesday, December 4

Dimensions of Successful Aging

Readings: Textbook, Chapter 12

Thursday, December 6

I. Review: Adult Development and Aging Themes

II. "Surfing for Life" documentary video

Revel QUIZ on Chapter 12 - DUE Friday, Dec. 7

Tuesday, Dec 11, 3:30 -5:30pm **FINAL EXAM **