Course Description and Objectives:

This course discusses adult development and aging in social contexts, with a heavy emphasis on social relationships. We will examine how relationships with friends, families, and the broader social network contribute to the course of development throughout adulthood and also consider reciprocal influences between relationships, individual development, and health outcomes.

The purpose of this course is three-fold: (1) to provide an overview of the spectrum of relationships that comprise the social world of adulthood; (2) to offer a sociological and psychological foundation for understanding midlife and older adults in our society; and (3) to prepare students for future study and work in gerontology-related field.

Optional Reading:


Additional readings may be posted on the course syllabus schedule or uploaded onto Canvas.

Course Structure and Expectations:

Class will involve lectures, class discussions, demonstrations, and videos. Most lectures have required readings (textbook chapters or additional articles on Canvas) and you are advised to have the readings done before the lectures for that week. Although lectures will be organized around topics covered in the readings, the material discussed in lecture will differ, sometimes a great deal, from the readings. I do not see much point in repeating material you should have known from the assigned readings (although I will highlight important themes and theories). The science of social gerontology is a fast-developing area of research and there are always new findings and perspectives.

In each class, I will lecture for about 45-60 minutes, and then students will be randomly divided into groups discussing about a certain topic related to that lecture. Please come prepared to talk in class or at least in your group, and I will take attendance. Weekly discussions will start in Week 2 (Lecture 3), and there will be 12 discussions in total (marked in gray blue in the lecture and reading list at the end of the syllabus). If you have to miss class due to health or technical issues, you may do so twice without penalty. Thus, each participation is worth 9 points and the total possible point is 90 (10*9pts).
You will be randomly assigned to a 5- to 6-person group in the first week of class, and you together will figure out the order of leading discussions in subsequent weeks. Please do not miss class in the week when it’s your turn to lead discussion. If you have to miss class that week, please confer with your group members in advance. When it’s your turn to lead discussion, you are responsible for taking notes of everyone’s comments, labeling each comment with name, and submitting the notes onto Canvas (please use the discussion sheet posted on Canvas). In each class, I will randomly choose 5-7 groups to share their discussions, and the discussion leader that week is responsible for speaking up.

You are responsible for the material of each lecture (which will differ from the assigned readings as explained above), whether or not you attend. If you must miss class, please get the lecture notes from a classmate. Please also note that I do not give out my notes. You may email me or come to TA’s office hours if you have specific questions.

The only absences that will be considered excused are for religious holidays, conferences or extenuating circumstances due to an emergency. If you must miss class due to observance of a religious holy day, you must notify me of your pending absence from an exam at least seven days in advance.

Other Assignments:

Exams
There will be two open-notes exams. Each exam is worth 30 points, and consists of 20-30 multiple-choice questions. The emphasis in this course will be on ideas, theories, and research more than on names, dates, and statistics. You can expect some questions about definitions, research designs, theories, and results, but most of the questions will ask you to apply the materials of this course to some real-world situation. Exam 2 will not be cumulative, but will only focus on materials covered post Exam 1.

Exams will be available on Canvas from 10am to 12pm on 05/03/2021 and 06/02/2021, respectively. Each exam is limited to 60 minutes. Once you start the exam, there is only one attempt to complete it. Correct answers will not be revealed until 2 days after the exam. Please complete your exams independently.

No make-up exams will be allowed (please plan your schedules ahead of time) without documentation of illness, death in the family, or other suitably traumatic event. If you must miss an exam for one of these reasons, documentation is required at least 24-hours before the day of the exam. Without prior notice AND documentation, any missed exams will result in a zero for that exam.

End of Quarter Assignment: Create an infographic fact sheet about healthy relationships in adulthood
The aim of this assignment is to help you understand and translate complex research by making it accessible to the general population. For this project, you will need to work independently and produce a research-based infographic factsheet. The final product should be similar to a factsheet you might produce as a family life educator or a research associate at an agency or government think tank. The infographic fact sheet should provide information to the general public on how to successfully maintain a healthy and happy relationship in adulthood. You may target any type of relationship (e.g., romantic relationship, parent-child relationship, friendship etc.). To accomplish this goal, your factsheet must include AT LEAST 5 facts (2pt/fact) and must cite at least 5 peer reviewed publications (2pt/citation) to support those facts. A short paragraph should follow each fact and elaborate on why it may be the case (4pts/paragraph). This is a chance for you to reflect on the course material and decide what information you think is most important for the general public to know. The information you present should fit onto one page, single spaced, but should be aesthetically pleasing to a lay audience (5pts). References should be listed per the 7th APA style on a separate page (0.25pts off/error; in total 5pts). This assignment is worth 50 points.
Extra Credit Assignment:
Students may complete a survey on Canvas by Tuesday of the 1st week (March 30, 2021). The survey is worth 2 points.

For all assignments – Aside from certifiable emergencies with documentation (e.g., ER note signed by doctor, police report), late work is NOT acceptable.

Grades and Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (10*9pts)</td>
<td>90pts</td>
</tr>
<tr>
<td>Exam 1</td>
<td>30pts</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30pts</td>
</tr>
<tr>
<td>Final assignment: Infographic fact sheet</td>
<td>50pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
</tr>
</tbody>
</table>

Plagiarism is NOT acceptable.

NO CURVE.
UC Davis Campus Resources

- **Student Academic Success Center**: http://lsc.ucdavis.edu. Location: 2205 Dutton Hall. (530) 752-2013. They offer appointments and drop-in consultations on writing. Clear and correct writing is a requirement in this class, so please take advantage of the SASC resources if you need help with your basic writing skills.

- **Student Disability Center (SDC)**: http://sdc.ucdavis.edu. Location: 54 Cowell Building. (530) 752-3184. Determine eligibility for academic accommodations; provide specialized academic support; request accommodations; notetaker services; mobility assistance.

- **Graduate Writing Consultations**: http://writing.ucdavis.edu/programs-services/graduate-writing-consultations. Location: 109 Voorhies. (530) 752-6283. One-on-one appointments.

- **Counseling Services**: https://shcs.ucdavis.edu/counseling-services. Location: 219 North Hall. (530) 752-2349. Mental health and psychological services, including individual counseling, group services, community advising network, career counseling, community referrals, eating disorder services. Individual Counseling is confidential short-term therapy available to all registered UC Davis students at no charge. Counseling Services are by appointment only. For immediate mental health crisis assistance: Call to schedule an appointment in Acute Care at the Student Health and Wellness Center 530-752-2349; After-hours assistance by phone 530-752-2349 (follow the prompts); Yolo County Suicide Prevention available 24 hours every day: 530-756-5000.

- **Student Health and Wellness Center**: https://shcs.ucdavis.edu/medical-services. Location: 930 Orchard Road. (530) 752-2349. Medical services, including mental health acute care services on the 1st floor during normal hours of operation.

- **Center for Advocacy, Resources & Education (CARE)**: http://care.ucdavis.edu/. Call/email CARE for campus location. (530) 752-3299. ucdcare@ucdavis.edu. On-campus, confidential resource for anyone who has experienced or is concerned for someone who has experienced any form of sexual violence, including sexual assault, sexual harassment, domestic/dating violence, and stalking. Provides 24/7 emergency response, crisis intervention, and support.

- **AB540 and Undocumented Student Center**: http://undocumented.ucdavis.edu/. Location: 1003 Student Community Center. (530) 752-9538. Undocumented student and financial support; grants; legal advice; emotional and academic support; and community outreach.

- **International & Academic English Program**: http://esl.ucdavis.edu. Location: 1350 The Grove (Surge III). (530) 752-6799. Provides language courses and summer intensive programs, coordinating with academic advising, etc.

- **Services for International Students and Scholars (SISS)**: https://siss.ucdavis.edu/. Location: University House. (530) 752-0864. Assists international students and scholars in maintaining their legal status while in the United States. SISS also provides orientation, assistance, information, and referral regarding financial, personal, cultural, and academic concerns.

- **The Mind Spa**, Located on the 2nd floor of the Student Health and Wellness Center in the CAPS Clinic: https://shcs.ucdavis.edu/services/mindspa.html. The Mind Spa offers the use of massaging recliners, biofeedback, insomnia programs, yoga classes, and mindful relaxation resources, free of charge. It also offers student advocacy services that are provided by trained listeners who have the skills to help students to process and understand their thoughts and feelings.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture #. Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mar 29</td>
<td>Lecture 1. Course introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar 30</td>
<td>[Extra Credit Survey on Canvas: 2pts]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar 31</td>
<td>Lecture 2. Why study social gerontology</td>
<td>• Introduction chapter&lt;br&gt;• Chapter 1: The Older Population in the United States&lt;br&gt;&lt;br&gt;Susan Pinker. TED Talk. The secret to living longer may be your social life.</td>
</tr>
<tr>
<td>6</td>
<td>May 3</td>
<td>[Midterm Exam: 10:00 am – 12:00 pm on CANVAS]</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Lecture</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>-------</td>
<td></td>
</tr>
</tbody>
</table>
| May 17 | Lecture 14. Late life caregiving  
| May 19 | Lecture 15. Grief  
By Yijung Kim, PhD | • Chapter 7: Informal and Family Caregiving  
| May 24 | Lecture 16. Widowhood |  

**Notes.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Notes</th>
</tr>
</thead>
</table>
| May 26 | Lecture 17. Policies  
By Jennifer Falbe, PhD | Pre-recorded videos |
| May 31 | No class. Memorial Day |  

**June 2** [Final Exam: 10:00 am – 12:00 pm on CANVAS]  
**June 6** Infographic fact sheet DUE