COURSE OVERVIEW AND GOALS

In the 20th century, the average length of life increased more than ever before in recorded history. In 1900, the average life expectancy was 47 years - at the end of the century, the life expectancy at birth was close to 73 years for men and 80 years for women. In this course, students will gain a multidisciplinary overview of biological, psychological, and social aspects of adult development and aging. By the end of the course, students will learn about the gains and losses associated with aging, contexts in which aging occurs, disparities in health and well-being in later life, and factors associated with adaptation and resilience.

REFERENCE TEXTS (for additional background as needed)

COURSE REQUIREMENTS

Class written preparation. Assigned readings for each class are available on Canvas (in Files) for downloading. You are encouraged to supplement assigned readings with chapters from the reference books to provide background information as needed. For each assigned reading, there is writing assignment, called an **annotated bibliography (AB)**, consisting of a brief summary of the key information in the paper (main question addressed, significance of the question, theory and methods, results, implications). Following the AB, pose 1 discussion question that you want to raise in class. Discussion questions should reflect a balance between specificity (to this reading) and other important research ideas. Each AB (including discussion question) is limited to one page. All ABs for each assignment should be placed within a single Word document and uploaded to Canvas prior to 8am on the due date; 1/3 grade deduction (e.g., B+ to B) per day late. To facilitate deeper/more integrated learning, I strongly recommend that you create a notebook of ABs and have it available at each class so that you can more readily make connections between current readings and past readings. If you add notes about these connections, you will be better prepared for longer-term learning goals (e.g., preliminary exam).

Class attendance/participation/in-class activities. The majority of class time will be spent discussing materials (e.g., class presentations, assigned readings) and listening to - and delivering - short presentations. On most days, you will be responsible for leading discussions (i.e., present brief overview and ask thought-provoking questions to stimulate discussion). The quality of class time will depend heavily on you and your classmates being well-prepared to discuss the readings in depth, even when not presenting the material. If you need to miss a class because of extraordinary circumstances, please email me as soon as possible.

Grant Proposal. The research paper will be in the form of a grant proposal (similar in format to, but shorter than, an NIH R03; no longer than 9 pages, single-spaced; details posted on Canvas). During office hours
(or another mutually convenient time), you and I will work together to identify a research question and relevant literature to support your project. Please meet with me within the first two weeks of class to formulate a topic; finalized topics due by April 14 (Weds). Proposal drafts will be due on May 19 (Weds). At the end of the quarter, June 1, you will present your completed proposal to the class and turn in the final proposal within 3 days following your presentation, June 4. Please assign 1 or 2 key outside readings to the class (and email them at least 48 hours in advance) and upload slide handouts to Canvas (and email to classmates) by 8am on the day of presentation so we can following along/make notes as you present. (1/3 grade deduction per day late for all assignments).

Refer to publication below (selections are available in Canvas) and NIH tutorials to help with planning and writing proposals:


GRADING: Final grades will be assigned based on 1000 possible points:

   Participation in discussions, leading discussions 200 points
   Annotated bibliographies (9 wks; 30 points/wk) 270 points
   Grant Proposal (530 points)
     Meeting(s) and Topic Specification (4/14) 30 points
     First draft (5/19) 200 points
     Presentation (6/1) 100 points
     Final paper (6/4) 200 points
**READING LIST BY CLASS AND DUE DATE** [subject to change, v. 03/16/21]

**Week 1, Part 1 Mar 30**
INTRO, GENERAL FRAMEWORKS


**OPTIONAL**


**Week 1, Part 2**
HEALTHSPAN, BIOLOGY OF AGING


**OPTIONAL**


**Week 2, Part 1 Apr 6**
HEALTH AND FUNCTIONAL MOBILITY


**Week 2, Part 2**
HEALTH DISPARITIES


OPTIONAL


Week 3, Part 1 Apr 13

BRAIN AND COGNITIVE RESERVE


OPTIONAL


Week 3, Part 2

HEALTH AND RETIREMENT SURVEY OVERVIEW

Getting Started: How to Use This Site:
https://hrs.isr.umich.edu/about/how-to-use-this-site

The Health and Retirement Study: An Introduction (12 min video):
https://hrs.isr.umich.edu/documentation/video-tutorials/introduction


Week 4, Part 1 Apr 20

COGNITION


OPTIONAL


**Week 4, Part 2**
**RETIREEMENT, ENGAGEMENT, TECHNOLOGY**


**OPTIONAL**


**Week 5, Part 1 Apr 27**
**DEMENTIA CAREGIVING**


**OPTIONAL**


**Week 5, Part 2**
**PROPOSAL ROUNDTABLE**

*No assigned readings; we will use this half of class to share progress on proposals and problem solve.*

**Week 6, Part 1 May 4**
**AGING SELF- PERCEPTIONS / AGEISM**


**OPTIONAL**

Calasanti, T. (2016). Combating ageism: How successful is successful aging? Gerontologist, 56(6), 1093-
Week 6, Part 2  
MENTAL HEALTH AND LONELINESS


OPTIONAL


Week 7, Part 1 May 11  
PERSONALITY, AGENCY, CONTROL BELIEFS


OPTIONAL

Harris, M. A., Brett, C. E., Johnson, W., & Deary, I. J. (2016). Personality stability from age 14 to age 77 years. Psychology and Aging, 31(8), 862-874. doi:10.1037/pag0000133


Week 7, Part 2  
ENVIRONMENTAL CONTEXT (P-E FIT)


OPTIONAL

Week 8, Part 1 May 18
RELATIONSHIPS

OPTIONAL

Week 8, Part 2
GENERATIVITY AND INTERGENERATIONAL RELATIONS

OPTIONAL

Week 9, Part 1 May 25
END-OF-LIFE PLANNING AND BEREAVEMENT
PBS Living Old – Watch (1 hr): http://www.pbs.org/wgbh/pages/frontline/livingold/

OPTIONAL
Pollock, K., & Seymour, J. (2018). Reappraising ‘the good death’ for populations in the age of ageing. Age
Week 9, Part 2  RESILIENCE


OPTIONAL


STUDENT PRESENTATIONS

Week 10, June 1

Students present grant proposals; Background readings (1-2) for presentations to be provided to class by the presenter at least 48 hours prior to presentation.

***********

INFORMATION AND RESOURCES

Basic Needs:
Eating enough nutritious food energizes your brain and body. Without it, your academics, physical health and mental well-being may suffer. If you are skipping or stretching meals, concerned about spending money on food and/or having difficulties accessing food, visit the Aggie Compass Basic Needs Center located on the first floor of the MU, next to the UC Davis Market, for immediate food and access to additional resources. [https://aggiecompass.ucdavis.edu](https://aggiecompass.ucdavis.edu) This link has additional information and resources: [https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/](https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/)

Health and Wellness:
[Student Health and Counseling Services](https://studenthealth.ucdavis.edu/)
[Activities and Recreation Center (ARC)](https://arc.ucdavis.edu/)

ACADEMIC PARTICIPATION VERIFICATION

Each term, all students are required to acknowledge the Code of Academic Conduct for each registered course. Beginning on the first day of instruction my.ucdavis.edu will notify students online and through email to participate in keeping UC Davis a fair and honest community. Please remember to complete your Academic Participation verification no later than the quarter add deadline at [participate.ucdavis.edu](http://participate.ucdavis.edu).

[Office of Student Support and Judicial Affairs](https://studentaffairs.ucdavis.edu/)