Attention!
This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
Overview:
We are in an age of aging. Thirteen percent of the United States population is over the age of 65, an increase from 4% in 1900. Despite this increase, the United States is a relatively young country compared to other developed nations where the population over 65 accounts for 15% or more of the total population. By 2030, it is expected that 1 of every 5 people in the United States will be over age 65, and by 2060, the proportion could be 24%. As in most countries of the world, there are more older women than older men in the United States, and the proportion of the population that is female increases with age. Health care expenditures associated with chronic diseases are also rising globally, and it has been estimated that approximately one-third of health care resources will be devoted to caring for older persons in the near future.

What are the repercussions of these demographic shifts? They will likely affect all aspects of our lives including social relationships, family structure, work opportunities, and economic conditions. These changes require that we understand the processes of aging from a variety of perspectives. Health psychology provides a useful framework through which we can examine aging trends and outcomes. The purpose of this course is to: (1) provide an overview of some of the primary physiological and psychological changes associated with aging; (2) discuss implications of those changes for aging in the modern world; and (3) examine perspectives on aging from countries around the world.

The initial weeks of the course will cover age-related changes in primary organ systems of the body. For each system reviewed, we will address psychological, social, and economic ramifications of the changes. The latter weeks of the course will be devoted to further examination of age-related changes and global perspectives on these changes. We will view 3 films in this class, all pertaining to aspects of aging, each from a different country. These films provide unique perspectives on aspects of aging and will facilitate our class discussions of aging.

There is no textbook for this course. All assigned weekly readings are available via Canvas. Complete references for the weekly readings are attached at the end of this syllabus.

Note: Additional readings may be assigned as the semester unfolds. New reading assignments will be posted on Canvas, and you will be informed in class of the need to add them to your reading list.

This course fulfills a General Education requirement as a: Cross-Disciplinary Seminar

Goals: Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.
Expected Learning Outcomes:
1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

These learning objectives will be met by reading chapters and published papers from a variety of authors, reflecting a range of perspectives on aging and health. Class discussion will address the strengths and weaknesses of the arguments/perspectives of various sources. The films and film clips we will be viewing for the class also present diverse perspectives on aging, and class discussion will highlight the various perspectives. Student presentations will reflect diverse perspectives. All writing assignments will require that students synthesize knowledge from all the class sources and consider the implications of the material covered in the course.

Course requirements:

Each class session will include time for class discussion. Students are encouraged to participate in reading-based discussions. Student performance will be evaluated via brief reading responses, a class presentation, a mid-term exam, and a final exam.

You will be required to submit a two-paragraph response to the weekly assigned reading(s)/film(s) at the beginning of each Thursday class session (as noted below on the syllabus). This is designed to help you keep up with the reading and to encourage you to think about how the material may relate to your own experiences. Each reading response will be worth 2 points (24 total for the semester). The first paragraph should briefly summarize what you’ve learned from the material for the week (both Tuesday and Thursday). The second paragraph should indicate how this information may be relevant to other material that has been covered in this course or in other course work or experiences that you’ve had. Alternatively, the second paragraph could indicate how this information influences your view of aging. Also, the second paragraph could include any questions that you may have about the material. READING RESPONSES MUST BE SUBMITTED BY HAND (I.E., NO EMAIL SUBMISSIONS). LATE SUBMISSIONS WILL NOT BE ACCEPTED.

The mid-term exam will be a take-home exam, short-essay in format, and will be worth 20 points. EXAMS MUST BE SUBMITTED BY HAND (I.E., NO EMAIL SUBMISSIONS). 4 POINTS WILL BE SUBTRACTED FOR EACH DAY LATE.

During weeks 6-15, students will make brief oral presentations (approximately 10-15 minutes) to the class on the topic for the class session. Students will be assigned a partner and together with your partner you will review a published paper (or two closely-related papers) relevant to the weekly topic. The review should be shared as equally as possible between the two students, and
presented to the class with a powerpoint slide presentation. In most cases, the paper being presented is likely to be a specific study that has been conducted. Powerpoint slides must be submitted to me electronically on the day of your presentation. In addition to the oral presentation, each student must submit a brief written summary (no more than 1 page, double-spaced) of the material that is presented and indicate the relevance of the material for this course (e.g., Why is it important to include the presented information in this course? How does this information influence your own thoughts about the psychology of aging and health?) You may discuss the brief essay with your partner, but each presenter should submit his or her own paper on the day of the presentation. The presentation (including powerpoint slides) and brief essay will be worth 16 points. **ALL STUDIES TO BE PRESENTED MUST BE APPROVED BY ME (VIA EMAIL OR IN PERSON) AT LEAST TWO WEEKS PRIOR TO YOUR PRESENTATION SO THAT PAPERS CAN BE POSTED ON CANVAS FOR THE REST OF THE CLASS. IF THIS DEADLINE IS MISSED, YOU WILL AUTOMATICALLY HAVE 3 POINTS DEDUCTED FROM YOUR GRADE (I.E., 13 WOULD BE BEST GRADE YOU COULD RECEIVE).**

**IF YOU DO NOT PROVIDE ME WITH THE STUDY YOU’RE PRESENTING AT LEAST ONE WEEK IN ADVANCE OF THE CLASS PRESENTATION YOU WILL HAVE ANOTHER THREE POINTS DEDUCTED FROM YOUR GRADE (I.E., 10 WOULD BE THE BEST GRADE YOU COULD RECEIVE).**

The final exam will be a take-home exam, short-essay in format, and will be worth 25 points. **EXAMS MUST BE SUBMITTED BY HAND (I.E., NO EMAIL SUBMISSIONS). 5 POINTS ARE SUBTRACTED FOR EACH DAY LATE.**

Class attendance and participation will account for the remaining 15 points (out of 100 total) in calculating your final grade.

**Academic misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf.

**Students with disabilities:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to
discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

**Sexual misconduct/relationship violence:**
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

**Weekly schedule:**

(**=reading [or film] response due)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>1/9</td>
<td>Introduction to the psychology of aging and adult development</td>
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<td></td>
<td>1/11**</td>
<td>Aging, health, and longevity</td>
<td>Emanuel (2014)</td>
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<td>Glascock chapter</td>
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<td>Sokolovskiy chapter</td>
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<td>Spirduso et al., Chap. 1</td>
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<td>2</td>
<td>1/16</td>
<td>Integumentary system</td>
<td>DiGiovanna, Chap. 3</td>
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<tr>
<td></td>
<td>1/18**</td>
<td>Vision, hearing</td>
<td>DiGiovanna, Chap. 7</td>
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<tr>
<td>3</td>
<td>1/23</td>
<td>Body composition, skeletal system</td>
<td>Spirduso et al., Chap. 3</td>
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<td>1/25**</td>
<td>Stress and aging</td>
<td>Almeida et al. chapter</td>
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<td>Immune system</td>
<td>Kiecolt-Glaser et al. (2002)</td>
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<td>4</td>
<td>1/30</td>
<td>Cardiovascular system</td>
<td>Smith &amp; Leon, chaps. 2 &amp; 4</td>
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<td>Spirduso et al., Chap 4 (pp. 87-99)</td>
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<td>2/1**</td>
<td>Respiratory system</td>
<td>Mahler (1986)</td>
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<td></td>
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<td></td>
<td>Spirduso et al., Chap 4 (pp. 99-106)</td>
</tr>
</tbody>
</table>
5  2/6  Film: Driving Miss Daisy (USA), part 1
   2/8**  Film: Driving Miss Daisy (USA), part 2

6  2/13  Endocrine system  DiGiovanna, Chap. 14
       2/15**  Nutrition/taste/olfaction  Murphy et al. (2002)
                   Schiffman & Graham (2000)

7  2/20  Developmental and cross-cultural perspectives/models of aging
        MID-TERM EXAMS DISTRIBUTED AT THE END OF CLASS
       2/22  Locus of control and aging  Lachman et al. chapter

8  2/27  MID-TERM EXAMS DUE AT THE BEGINNING OF CLASS
        Film: 42 Up (England), Selected segments
       3/1  Film: 56 Up (England), Selected segments

9  3/6  Personality, health, and aging  Hill & Roberts chapter
       Mroczek et al. chapter
       3/8**  Social class, social support, health,
               and aging  Whitfield et al. chapter
                     Hoppmann & Gerstorf chapter

10  Spring Break!

11  3/20  Mental disorders in old age  Barry & Byers chapter
       3/22**  Cognitive/neuropsychological functioning  Cosentino et al. chapter
                     Park & Farrell chapter
12 3/27   Sleep
       Terminal decline
       End of life
       McCrae et al. chapter
       Berg chapter
       Gerstorf et al. (2010)

3/29**  Religion, health, and aging
       Death and dying
       Park chapter
       Balk chapter

13 4/3   Wisdom and well-being
       Ardelt chapter
       Sternberg & Lubart chapter
       (pp. 500-509)

4/5**  Gender, sexual functioning, and
       aging
       Sinnott & Shifren chapter
       Sontag (1979)

14 4/10  Film: Innocence (Australia), Part 1

4/12**  Film: Innocence (Australia), Part 2

15 4/17  Creativity and aging
       Sternberg & Lubart chapter
       (pp. 510-522)
       Cohen et al. (2006)

4/19**  The future of healthy aging
       Antonucci et al. chapter
       Smith & Ryan chapter

FINAL EXAMS DISTRIBUTED AT THE END OF CLASS

EXAMS DUE IN ROOM 145 PSYCHOLOGY BUILDING BY 5PM ON APRIL 30
OR BY 5PM ON APRIL 27 (FOR GRADUATING SENIORS)
REFERENCES FOR READINGS

WEEK 1

Emanuel, E.J. (October, 2014). Why I Hope to Die at 75.


WEEK 2


WEEK 3


WEEK 4


WEEK 6


WEEK 7


WEEK 9


WEEK 11


WEEK 12


WEEK 13


WEEK 15

