GERONTOLOGY: A MULTIDISCIPLINARY PERSPECTIVE

SYLLABUS

<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT</th>
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<tbody>
<tr>
<td>August</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Adam – will meet students</td>
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<tr>
<td>31</td>
<td>Course Outline; Introduction; Topic Assignment</td>
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<tr>
<td>September</td>
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<tr>
<td>07</td>
<td>Biological Gerontology Lecture</td>
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<td>14</td>
<td>Biological Gerontology Lecture</td>
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<tr>
<td>21</td>
<td>Student Presentations (Biological)</td>
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<tr>
<td>28</td>
<td>Student Presentations (Biological)</td>
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<tr>
<td>October</td>
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<tr>
<td>05</td>
<td>Psychological Gerontology Lecture            (DUE: Bio-papers)</td>
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<tr>
<td>12</td>
<td>Psychological Gerontology Lecture</td>
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<tr>
<td>19</td>
<td>Student Presentations (Psychological)</td>
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<tr>
<td>26</td>
<td>Student Presentations (Psychological)</td>
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<tr>
<td>November</td>
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<tr>
<td>02</td>
<td>MIDTERM EXAM                                  (DUE: Psych-papers)</td>
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<tr>
<td>09</td>
<td>Social Gerontology Lecture</td>
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<td>16</td>
<td>Society for Neuroscience Meeting – no class</td>
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<td>23</td>
<td>Social Gerontology Lecture</td>
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<td>30</td>
<td>Student Presentations (Sociological)</td>
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<td>December</td>
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<tr>
<td>07</td>
<td>Student Presentations (Sociological)         (DUE: Soc-papers)</td>
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<td>08</td>
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<td>14</td>
<td>FINAL EXAM 1:00-3:00pm</td>
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ADDITIONAL CONTACT INFORMATION:

Administrative Support:  Michelle Carroll (626-2312) - questions about getting to Life Sciences North, getting access to class materials, help with D2L, assistance in uploading and printing oral presentation, help in arranging appointments with Dr. Barnes.

Course Description
This course is a selective examination of three primary research areas in the field of gerontology: biological, psychological and sociological. There will be two main lectures introducing each of these areas, followed by student presentations of classic and current research reports in the respective areas.

Because there is no one text available that adequately covers the material in the course, I make some suggestions below on materials available in the library that should be helpful (see Recommended Reading List) to assist in understanding the lectures and research papers. Students are expected to become familiar with these books as necessary, and any others they may find in the library, for clarification of course material. If these reference books do not contain the information you need, I will also permit individuals to use source books that I keep in my office for short periods of time.

There is no specific reading required before the class lectures; however, I would recommend that you do some reading on your own if your background is deficient in any of these areas. On the other hand, all students are required to read each of the research articles listed in the Required Reading List.

ORAL PRESENTATIONS
There will be a total of eight oral presentations for each of the three main topics covered (assuming that there will be 24 students in the class). Each student will choose one topic to present orally, and to write an essay on, based on the assigned readings for the chosen topic. For each presentation there will be one (or a few) central papers that the class should all read (prior to the date listed in the reading list). Each "presenter" should read the paper and use supplementary material (such as that found in the paper's reference section; or additional material on the topic acquired by library search [www.library.arizona.edu] which you should all have access to, or recommended through discussion with me) to explain the main article in the 20 minute oral presentation.

At the end of the talk, the student will provide the class with an essay question based on his or her paper, which should be designed to extract its main theme or relevance to gerontology. Some of these questions will be chosen as examination questions on the Midterm or Final Exams.
DISCUSSANTS

While the whole class will be responsible for reading the papers and formulating questions concerning both methodology and central issues raised by the paper, four people will be directly responsible for raising questions and leading the discussion about any one group's papers. For example, the four students giving oral presentations of topics on September 21 in the Biological Section will be given questions from each of the four students giving oral presentations on September 28. The four "oral presenters" on September 28 will be questioned by the four students who gave oral presentations on September 21. The same format will be used for the Psychological and Sociological presentations on their respective dates. There will be approximately 10 minutes of discussion time after each oral paper presentation, during which time the discussion leaders will be evaluated.

ESSAY

From the main paper and oral presentation topic, the "presenter" shall write a five-page (10-page for graduate students) essay which includes:

1) a concise statement of the problem that the paper(s) addresses,
2) a concise statement of methods used in the experiments,
3) a summary and critique of the findings and conclusions,
4) a summary of how the data (from the relevant field) contribute to our understanding of aging,
5) and finally, reference materials used to prepare the essay should be listed at the end.

CLASS ATTENDANCE, EXAMS, AND GRADING SYSTEM

Class participation in the student oral presentations is essential, and attendance of those six classes will be considered mandatory. I will deduct points from your grade total for any of those classes missed unless you see me and negotiate an exception because of health or other reasonable problems. The grading will be as outlined below, and the final grade will be given on a straight percentage basis. The Midterm and Final Examinations will be based on the preceding lectures and materials in the student oral presentations (i.e., the Final Exam is not cumulative). The exams will each be of the essay type. Extra credit points can be arranged (if you feel unsatisfied with your grade, or if you want to increase your points for any reason) either by giving an extra oral presentation or possibly by writing an extra essay.

STUDENTS WITH DISABILITIES

The goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information please visit Disability Resources at http://drc.arizona.edu/.

OVERVIEW OF EXPECTATIONS from each class member:
1) Familiarize yourself with the Recommended Readings so that you will know which ones will be useful for reference or explanation of course materials.

2) You must ATTEND ALL student presentation days (Sept 21, Sept 28, Oct 19, Oct 26, Nov 30, Dec 7).

3) You must READ ALL of the articles in the Required Reading List.

4) You must choose ONE topic to present yourself.

5) You will give ONE oral presentation on that topic area.

6) At the end of that oral presentation you will give the class a potential examination question on the topic.

7) On the date specified in the syllabus you will turn in a written essay on the topic of your oral presentation (e.g., Bio- Oct 5; Psych- Nov 2; Soc- Dec 8).

8) You will also be given a designated group for which you will act as one Discussion Leader (of 4).

9) There will be one Midterm and one Final exam.

10) Students wishing to obtain extra credit points, for any reason, should see me to determine what arrangements might be made.

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**GRADING**

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<tr>
<td>Midterm</td>
<td>200</td>
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<tr>
<td>Final</td>
<td>100</td>
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<tr>
<td>Oral Presentation</td>
<td>80</td>
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<td>Participation in Discussion</td>
<td>20</td>
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<tr>
<td>Paper</td>
<td>100</td>
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<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
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A^+ = 500-485    C^+ = 399-385
A  = 484-465     C  = 384-365
A^- = 464-450    C^- = 364-350
B^+ = 449-435    D^+ = 349-335
B  = 434-415     D  = 334-315
B^- = 414-400    D^- = 314-300

F = 299 and below
Required by University Policy

Absence and Class Participation Policy:
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: https://deanofstudents.arizona.edu/absences

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Code of Academic Integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

UA Nondiscrimination and Anti-harassment Policy: The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy.

Subject to Change Statement: Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
RESOURCE READING MATERIAL – The books and reference materials listed below should be helpful for understanding course material, or for your own interest. Some of them are available online (LIBRARY eBook) or in various libraries across campus (MAIN LIBRARY, HSL, SCIENCE), and some are Dr. Barnes' personal books (BARNES) that she can make available to you upon contacting her.


REQUIRED READING LIST

I. BIOLOGICAL SECTION

SEPT 21 (Persons presenting these topics will be DISCUSSANTS on topics 5-8, September 28)


**Sept 28** (Persons presenting these topics will be DISCUSANTS on topics 1-4, September 21)


II. PSYCHOLOGICAL SECTION

OCT 19 (Persons presenting these topics will be DISCUSANTS on topics 5-8, October 26)


**Oct 26** (Persons presenting these topics will be DISCUSSANTS on topics 1-4, October 19)


### III. SOCIAL SECTION

**Nov 30** (Persons presenting these topics will be discussants on topics 5-8, December 7)


Dec 07 (Persons presenting these topics will be DISCUSSANTS on topics 1-4, November 30)


