

**UNIVERSITY OF VICTORIA  
DEPARTMENT OF PSYCHOLOGY**

**PSYC 435e/563 (A01)  
Adult Development and Aging  
Fall 2016**

**Time:** Wednesday 2:30-5:20

**Room:** CLE A314

**Instructor:** Stuart MacDonald, PhD

**Office Hours:** Flexible; by appointment

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<b>COURSE DESCRIPTION</b>	
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This combined undergraduate/graduate seminar is designed to review theory and research on psychological processes during adulthood and aging. Specific topics include memory, intelligence, personality, coping and adjustment, and wisdom. Attention is also given to the biological, socio-cultural, and historical contexts of these developments.

<b>COURSE PREREQUISITES</b>	
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Prerequisites for PSYC 435e include PSYC 300A/B, PSYC 339, and PSYC 335 (or PSYC 336).

There are no official prerequisites for PSYC 563. However, class participation and successful completion of the course assignments presupposes some knowledge of lifespan developmental psychology. If you have no previous experience in this field, please contact me to discuss your background. I would be happy to provide suggestions for supplementary reading material that will prepare you for concepts and topics that we will discuss in class.

<b>COURSE FORMAT AND LEARNING GOALS</b>	
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The class is structured as an advanced honours/graduate seminar; the format presupposes that you have read the relevant material prior to attending class. This seminar on adult development and aging is specifically designed to promote learning through dialogue and sharing of ideas. During each meeting, we will hold in-depth discussions of issues (e.g., definitions of constructs, methodological approaches and problems, theoretical strengths and weaknesses) with the goal of forming conclusions about a given week's topic, rather than on the presentation of information to be recalled at a later date. Given the emphasis on interactive learning, the success of the course is predicated upon our lively exchanges. I invite each of you to participate in group discussions to your fullest extent -- your perspective is important to the collective learning experience! As detailed in the *evaluation* section of the syllabus, opportunities will be provided to further enhance both your written and spoken skills.

Upon completion of the course, my goal is for you to achieve the following learning outcomes:

1. to better understand the major characteristics and changes relevant to psychological functioning during adulthood and aging and to be able to communicate this knowledge to professionals and members of the community
2. to be able to apply “critical thought” (i.e., evaluate an issue from different perspectives, identify limitations or confounding factors) to topics related to development during adulthood and aging, and to work as a group to evaluate ideas.
3. to enhance your communication skills (e.g., sharing ideas with others, explaining psychological concepts, critical thinking, presentation skills) and confidence when speaking among your peers
4. to further develop your scientific writing (e.g., synthesizing ideas from numerous articles), and in particular your ability to (a) write a critical review of a key topic on development during adulthood and aging and (b) form your own conclusions about select topics in the literature (as opposed to summarizing views of others)

<b>ACADEMIC EXPECTATIONS</b>	
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As noted, your contributions to class discussions are required to achieve the learning outcomes. Thus, I expect you to attend class. Should circumstances prevent your attendance, please inform me. If you are unable to submit a written assignment on the specified date due to illness, accident, or family affliction, you should inform me as soon as possible, preferably in advance. Under normal circumstances, I will arrange for a brief extension of the deadline. If you are unable to complete the required course work within the term, you should apply to the Associate Dean, Undergraduate Studies (PSYC 435e) or the Dean of Graduate Studies (PSYC 563) for permission to receive a grade of INC (Incomplete). I would also appreciate it if you would inform me in advance (if possible) of your situation. If an INC is granted, I will arrange an extension of the assignment deadline consistent with the deferral agreement.

You are expected to abide by the University’s policy on plagiarism and cheating (*see last 2 pages*).

<b>COURSE REGISTRATION</b>	
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You are personally responsible for checking your registration status before the end of the course-add period (Friday, September 23, 2016). Please verify and confirm your registration status with me as, according to University policy, I am unable to facilitate a course addition after this date even if you have been attending class. Also note that Monday, October 31, 2016 is the last day for officially withdrawing from PSYC 435e/563 without academic penalty. University policy states that failing to attend lectures does not constitute official withdrawal.

<b>EVALUATION</b>	
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Evaluation of your progress toward the course objectives will be based upon several graded requirements including your: (a) class participation, (b) weekly email questions, (c) performance as seminar facilitator (435e) or leader (563), (d) review paper outline, and (e) written review paper. The expectations and rationale for each are briefly outlined below.

### Class Participation and Weekly Email Questions

Reading and reflecting upon assigned articles prior to class is essential; I ask that each of you come to class prepared for a critical discussion of each week's topic. Observations from the readings, questions about the readings, and related personal observations are all relevant. To facilitate weekly group discussions, I also ask that each of you circulate several (2-3) interesting questions by email to each class member 48 hours prior to class (*I will compile a list of email addresses and circulate them shortly after the first class*). Rather than rote repetition of the content that you read, the questions should instead address theoretical, methodological, or applied issues. I am excited about learning each of your personal observations, comments, and questions on the weekly readings. In evaluating your class participation, I will take into account attendance, the level of participation (e.g., poses and answers questions, builds on others' views, shows creativity), and regular circulation of email questions prior to class. Please note that submitting your questions 2 days in advance is not intended as a burden, but rather a courtesy to facilitate seminar leader planning (*see below*) for that week.

### Seminar Facilitator/Leader

You will be asked to serve in the role of *seminar facilitator (435e)* or *leader (563)* for one of the weekly sessions. **During the first class, a sign-up list will be circulated for you to choose your topic and presentation date.**

As seminar leader (563), you will be expected to:

- (1) lead the entire 3-hour seminar for the weekly topic/theme that you have selected. Your oral presentation may focus on: (a) identifying key issues related to the topic of the class, (b) summarizing some of the major conclusions that have been drawn to date in this area of investigation, and (c) proposing questions/controversies that remain to be addressed both in research and as a focus for our discussion. *It is expected that you will consult literature beyond the assigned readings in developing this presentation.* Please note that the oral presentation need not be continuous (e.g., feel free to integrate summary and discussion, as well as the assistance of your PSYC 435e seminar facilitator (see section below)).
- (2) to use questions as well as your own critical insights to facilitate group discussion of the issues identified in your oral presentation.
- (3) to employ strategies that ensure lively group discussion and debate. This may involve application of a number of strategies such as asking the group to respond to one or more of the submitted questions, asking the group to generate a list of items, splitting the group into sub-groups to argue opposing theoretical positions, or dividing the group into several small groups with instructions to generate positions or questions and report back.
- (4) to guide and moderate the discussion as required. The goal is to provide guidance to the group so that major points are covered and the discussion does not become too tangential.

As seminar facilitator (435e), you will be expected to:

- (1) make a brief (e.g., 15-20 minute) oral presentation that overviews some aspect (e.g., summarizing key findings or theories, identifying controversies) of the weekly topic/theme that you have selected. You should plan to coordinate closely with the assigned seminar leader (563) for your week. Please note that your presentation may take many forms (e.g., a conference-style presentation, a facilitated debate or small group discussion, etc.) – feel free to present the information in any way that will effectively support learning.
- (2) together with the seminar leader, contribute to facilitating many of the same learning outcomes listed above (for the seminar leader).

This assignment is intended to promote your spoken communication skills. Seminar facilitator/leader evaluation will be based on the ability to synthesize and present key information as well as your ability to effectively guide group discussion.

### Outline for Review Paper

The first written assignment is a brief (2-3 page) outline of the assigned review paper (*see below*). The purpose of this assignment is twofold: (a) to have you choose one of the topics from the course on which to base your final review paper, and (b) to facilitate early progress on writing the review paper to reduce demands on your time during the busy end-of-term period. This assignment is intended to emulate the planning and reflection required to produce effective scientific writing. Performance will be evaluated on (a) your ability to identify key issues and controversies for the topic, (b) the relevance of scientific and review articles that you intend to cite (choose 5-6 citations and reference using APA format), and (c) your own novel identification of strengths/weaknesses of the literature in this area.

**The outline for the review paper is due on FRIDAY, OCTOBER 28.**

### Review Paper

For the primary writing assignment, I am asking you to write an analytic review of a theory or body of research from the list of course syllabus topics. The review of your chosen topic should include an organized overview of theoretical issues and controversies, a synthesis of empirical findings, and a synopsis for future research in the area. Your focus will be to synthesize and critique a body of research, as opposed to merely summarizing what has been said by others. By way of example, the format of the review can be structured according to the style adopted in various publications (e.g., *Psychological Bulletin*, *Developmental Review*) and edited volumes (e.g., *The Handbook of Cognitive Aging*). Your review will require a detailed search of the literature on your chosen topic. The review must be typed with citations referenced using APA style. The length of the review should be around 20 double-spaced pages, excluding references, figures, and tables.

I am aware that some individuals would prefer to write a final exam because the amount of time spent is in some sense finite relative to the time that a review paper requires. Please do not attempt to provide the most comprehensive review imaginable! Instead, evaluation will be based on your: (a) ability to review and synthesize the most pertinent information, (b) capacity for critical thinking and making novel arguments, and (c) writing style.

**Your review paper is due on WEDNESDAY, DECEMBER 7. You will be awarded additional credit if you hand in your review by this date.**

### Grading

I have purposely employed several forms of evaluation in recognition that each of you have individual learning styles. Your grade for the course will be based on both written and spoken contributions, providing you the best opportunity to demonstrate your many abilities. Further, to minimize anxiety associated with individual projects that count toward a large percentage of your grade, I have specifically chosen to parse evaluation into smaller components. Your workload should not increase, but rather be more evenly dispersed across the term.

1. Class discussion = 15%
2. Weekly email questions = 5%
3. Seminar facilitator/leader = 30%
4. Outline for review paper = 10%
5. Review paper = 40%

Graded course requirements will be weighted and aggregated to yield a percentage score. The final letter grade in the course will be based on total percent score rounded up at values of .5 or greater (e.g., 89.5 will be rounded up to 90, but 89.4 will not). Final grades will be assigned according to the following scale: 90-100% = A+; 85-89 = A; 80-84 = A-; 77-79 = B+; 73-76 = B; 70-72 = B-; 65-69 = C+; 60-64 = C; 50-59 = D; 0-49 = F.

<b>WEEKLY TOPICS AND ASSIGNED READINGS</b>	
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There is no required textbook for this class. In lieu, I carefully selected seminal review and original research articles that outline a given week's theme (e.g., background concepts, existing controversies) and that set the stage for group discussions and seminar presentations. Where possible, I have selected articles with opposing viewpoints.

### Overview of Dates and Topics

07 September	Introduction to the Course: A Life Span Perspective ( <b>class leader assignments</b> )
14 September	Positive Aging and Adaptation
21 September	Aging in Context
28 September	Brain and Processing Resources
05 October	<i>No Class (research conference; 435e meet with subject librarian)</i>
12 October	Attention, Memory, and Language
19 October	Intelligence and Knowledge
26 October	Personality ( <b>outline due Oct 28</b> )
02 November	Emotional Regulation and Perceived Control
09 November	<i>No Class (Reading Break)</i>
16 November	Identity and Self Concept
23 November	Stress and Coping
30 November	Moral Reasoning and Wisdom
07 December	<b>Final Paper Due</b>

### Readings

The required readings will consist of selected chapters and articles. Many of these articles are available online through the UVic library website or PsycINFO.

### Reading Assignments

The required readings for each class are identified by an asterisk (\*). Additional readings relevant to the topic are also listed. These are included as potential entry point references to assist you in preparing for your role as seminar facilitator/leader, or as resources for the written assignments.

### Weekly Themes and Reading List

#### **SEPTEMBER 7**

#### **Introduction to the Course; A Lifespan Perspective**

*Course focus, syllabus and requirements*

Baltes, P. B., & Smith, J. (2003). New frontiers in the future of aging: From successful aging of the young old to the dilemmas of the fourth age. *Gerontology*, 49, 123-135.

Baltes, P. B. (2003). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. In U. M. Staudinger & U. Lindenberger (Eds.), *Understanding human development: Dialogues with lifespan psychology* (pp. 17-43). Norwell MA: Kluwer.

Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (2006). Life-span theory in developmental psychology. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (6<sup>th</sup> ed., pp. 569-664). New York: Wiley.

## SEPTEMBER 14

### Positive Aging

\*Ryff, C. D., Magee, W. J., Kling, K. C., & Wing, E. H. (1999). Forging macro linkages in the study of psychological well-being. In C. D. Ryff & V. W. Marshall (Eds.), *The self and society in aging processes* (pp. 247-278). New York: Springer.

\*Baltes, M. M., & Carstensen, L. L. (2003). The process of successful aging: Selection, optimization, and compensation. In U. M. Staudinger & U. Lindenberger (Eds.), *Understanding human development: Dialogues with lifespan psychology* (pp. 81-104). Norwell MA: Kluwer.

Hill, R. D. (2005). *Positive aging*. New York: Norton.

Freund, A. M., & Riediger, M. (2006). Goals as building blocks of personality and development in adulthood. In D. K. Mroczek & T. D. Little (Eds.), *Handbook of personality development* (pp. 353-372). Mahwah, NJ: Erlbaum.

Freund, A. M., & Baltes, P. B. (1998). Selection, optimization, and compensation as strategies of life management. Correlations with subjective indicators of successful aging. *Psychology and Aging*, 13, 531-543.

Riediger, M., Li, S-C, & Lindenberger, U. (2006). Selection optimization, and compensation as developmental mechanisms of adaptive resource allocation: Review and preview. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging* (6<sup>th</sup> ed., pp. 289-314). San Diego: Academic Press.

Schulz, R., & Heckhausen, J. (1996). A life-span model of successful aging. *American Psychologist*, 51, 702-714.

## SEPTEMBER 21

### Aging in Context

\*Fry, C. L. (1996). Age, aging, and culture. In R. H. Binstock & L. K. George (Eds.), *Handbook of aging and the social sciences* (4th ed., pp 117-136). San Diego: Academic Press.

\*Alwin, D. F., & McCammon, R. J. (2003). Generations, cohorts, and social change. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the life course* (pp. 23-49). New York: Academic Press.

\*Olshansky, S. J., Carnes, B. A., & Grahn, D. (1998). Confronting the boundaries of human longevity. *American Scientist*, 86, 52-61.

Kirkwood, T.B.L. (2003). Age differences in evolutionary selection benefits. In U. M. Staudinger & U. Lindenberger (Eds.), *Understanding human development: Dialogues with lifespan development* (pp. 45-57). Boston: Kluwer.

Amoss, P. T., & Harrell, S. (1981). Introduction: An anthropological perspective on aging. In P. T. Amoss & S. Harrell (Eds.), *Other ways of growing older* (pp. 1-24). Stanford, CA: Stanford University Press.

Elder, G. H., Jr. (1995). The life course paradigm. Social change and individual development. In P. Moen, G. H. Elder, Jr., & K. Luscher (Eds.), *Examining lives in context: Perspectives and the ecology of human development*. (pp. 101-139). Washington, DC: American Psychological Association.

Alwin, D. F. (1995). Taking time seriously: Studying social change, social structure, and human lives. In P. Moen, G. H. Elder, Jr., & K. Luscher (Eds.), *Examining lives in context: Perspectives and the ecology of human development*. (pp. 211-262). Washington, DC: American Psychological Association.

Borchelt, M., Gilberg, R., Horgas, A. L., & Geiselman, B. (2001). On the significance of morbidity and disability in old age. In P. B. Baltes & K. U. Mayer (Eds.), *The Berlin Aging Study: Aging from 70 to 100* (pp. 403-429). New York: Cambridge University Press.

## SEPTEMBER 28

### Brain and Processing Resources

\*Dennis, N. A., & Cabeza, R. (2008). Neuroimaging of healthy cognitive aging. In F.I.M. Craik & T.A. Salthouse (Eds.), *The handbook of aging and cognition* (3<sup>rd</sup> ed., pp. 1-54). New York: Psychology Press.

\*Anstey, K. (2008). Cognitive aging and functional biomarkers: What do we know, and where to from here? In S. M. Hofer & D. F. Alwin (Eds.), *Handbook of cognitive aging: Interdisciplinary perspectives* (pp.327-339). Thousand Oaks, CA: Sage.

Wilson, R. S. (2008). Neurological factors in cognitive aging. In S. M. Hofer & D. F. Alwin (Eds.), *Handbook of cognitive aging: Interdisciplinary perspectives* (pp.298-307). Thousand Oaks, CA: Sage.

Finch, C. E., & Zelinski, E. (2005). Normal aging of brain structure and cognition: Evolutionary perspectives. *Research in Human Development*, 2, 69-82.

Albert, M. S. (2008). The neuropsychology of the development of Alzheimer's disease. In F.I.M. Craik & T.A. Salthouse (Eds.), *The handbook of aging and cognition* (3<sup>rd</sup> ed., pp. 97-132). New York: Psychology Press.

Grady, C. L. (2006). Cognitive reserve in healthy aging and Alzheimer disease: Evidence for compensatory reorganization of brain networks. In Y. Stern (Ed.), *Cognitive reserve: Theory and applications* (pp.264-283). New York: Taylor & Francis.

Park, D. C. (2000). The basic mechanisms accounting for age-related decline in cognitive function. In Park, D. C. & N. Schwarz (Eds.), *Cognitive aging* (pp. 3-22). Philadelphia: Psychology Press.

Verhaeghen, P., & Cerella, J. (2008). Everything we know about aging and response times. A meta-analytic integration. In S. M. Hofer & D. F. Alwin (Eds.), *Handbook of cognitive aging: Interdisciplinary perspectives* (pp.134-150). Thousand Oaks, CA: Sage.

Hartley, A. (2006). Changing role of the speed of processing construct in the cognitive psychology of human aging. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging* (6<sup>th</sup> ed., pp. 183-207). San Diego, CA: Elsevier.

Hultsch, D. F., Strauss, E., Hunter, M. A., & MacDonald, S.W.S. (2008). Intraindividual variability, cognition, and aging. In F.I.M. Craik & T.A. Salthouse (Eds.), *The handbook of aging and cognition* (3<sup>rd</sup> ed., pp. 491-556). New York: Psychology Press.

## **OCTOBER 5**

### **Meeting with Reference Librarian at McPherson Library**

*No formal class will be held on this date as I will be attending a conference in Europe. To facilitate progression on your outline and final review paper, I am willing to schedule an advanced literature search tutorial with the Psychology subject librarian at McPherson Library. Presumably the tutorial would provide some novel knowledge to enhance your existing skills, and the scheduled class time could be efficiently used to work on the assigned outline (due in 3 weeks on OCTOBER 28).*

## **OCTOBER 12**

### **Attention, Memory, and Language**

\*Kramer, A. F., & Madden, D. J. (2008). Attention. In F.I.M. Craik & T.A. Salthouse (Eds.), *The handbook of aging and cognition* (3<sup>rd</sup> ed., pp. 189-250). New York: Psychology Press.

\*Old, S. R., & Naveh-Benjamin, M. (2008). Age-related changes in memory: Experimental approaches. In S. M. Hofer & D. F. Alwin (Eds.), *Handbook of cognitive aging: Interdisciplinary perspectives* (pp.151-167). Thousand Oaks, CA: Sage.

McDaniel, M. A., Einstein, G. O., & Jacoby, L. L. (2008). New considerations in aging and memory: The glass may be half full. In F.I.M. Craik & T.A. Salthouse (Eds.), *The handbook of aging and cognition* (3<sup>rd</sup> ed., pp. 251-310). New York: Psychology Press.

Burke, D. M., & Shafto, M. A. (2008). Language and aging. In F.I.M. Craik & T.A. Salthouse (Eds.), *The handbook of aging and cognition* (3<sup>rd</sup> ed., pp. 373-444). New York: Psychology Press.

Dixon, R. A., Rust, T. B., Feltmate, S. E., & Kwong See, S. (2007). Memory and aging: Selected research directions and application issues. *Canadian Psychology*, 48, 67-76.

Sliwinski, M. J., Hofer, S. M., Hall, C., Buschke, H., & Lipton, R. B. (2003). Modeling memory decline in older adults: The importance of preclinical dementia, attrition, and chronological age. *Psychology and Aging*, 18, 658-671.



Hertzog, C., & Hultsch, D. F. (2000). Metacognition in adulthood and old age. In F.I.M. Craik & T. A. Salthouse (Eds.), *The handbook of aging and cognition* (2<sup>nd</sup> ed., pp. 417-466). Mahwah, NJ: Erlbaum.

## OCTOBER 19

### Intelligence and Knowledge

\*Ackerman, P. L. (2008). Knowledge and cognitive aging. In F.I.M. Craik & T.A. Salthouse (Eds.), *The handbook of aging and cognition* (3<sup>rd</sup> ed., pp. 445-490). New York: Psychology Press.

\*Hertzog, C., Kramer, A. F., Wilson, R. S., & Lindenberger, U. (2009). Enrichment effects on adult cognitive development: Can the functional capacity of older adults be preserved and enhanced? *Psychological Science in the Public Interest*, 9, No. 1, 1-65.

Schaie, K. W. (2008). Historical processes and patterns of cognitive aging. In S. M. Hofer & D. F. Alwin (Eds.), *Handbook of cognitive aging: Interdisciplinary perspectives* (pp.368-383). Thousand Oaks, CA: Sage.

Salthouse, T. A. (2009) When does age-related cognitive decline begin? *Neurobiology of Aging*, 30, 507-514.

Nilsson, L-G., Sternäng, O., Rönnlund, M., & Nyberg, L. (2009). Challenging the notion of an early-onset of cognitive decline. *Neurobiology of Aging*, 30, 521-524.

Berg, C. A. (2008). Everyday problem solving in context. In S. M. Hofer & D. F. Alwin (Eds.), *Handbook of cognitive aging: Interdisciplinary perspectives* (pp.207-223). Thousand Oaks, CA: Sage.

Charness, N., & Krampe, R. T. (2008). Expertise and knowledge. In S. M. Hofer & D. F. Alwin (Eds.), *Handbook of cognitive aging: Interdisciplinary perspectives* (pp.244-258). Thousand Oaks, CA: Sage.

Schaie, K. W. (2005). *Developmental influences on adult intelligence: The Seattle Longitudinal Study*. New York: Oxford University Press.

## OCTOBER 26

### Personality

\*Hooker, K., & McAdams, D. P. (2003). Personality reconsidered: A new agenda for aging research. *Journal of Gerontology: Psychological Sciences*, 58B, P296-P304.

\*Digman, J. M. (1990). Personality structure: Emergence of the five-factor model. *Annual Review of Psychology*, 41, 417-440.

\*Levenson, M. R., & Aldwin, C. M. (2006). Change in personality processes and health outcomes. In D. K. Mroczek & T. D. Little (Eds.), *Handbook of personality development* (pp. 423-444). Mahwah, NJ: Erlbaum.

Donnellan, M. B., & Lucas, R. E. (2008). Age differences in the big five across the life span: Evidence from two national samples. *Psychology and Aging*, 23, 558-566.

McCrae, R. R., & Costa, P. T., Jr. (2006). Cross-cultural perspectives on adult personality trait development. In D. K. Mroczek & T. D. Little (Eds.), *Handbook of personality development* (pp. 129-145). Mahwah, NJ: Erlbaum.

Roberts, B. W., & DelVecchio, W. F. (2000). The rank-order consistency of personality traits from childhood to old age: A quantitative review of longitudinal studies. *Psychological Bulletin*, 126, 3-25.

Friedman, H. S. (2000). Long-term relations of personality and health: Dynamisms, mechanisms, and tropisms. *Journal of Personality*, 68, 1089-1108.

Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science*, 2, 313-345.

***\*\*Please note that your review paper outline is due on Friday October 28.***

## **NOVEMBER 2**

### **Emotional Regulation and Perceived Control**

\*Carstensen, L. L., Fung, H. H., & Charles, S. T. (2003). Socioemotional selectivity theory and the regulation of emotion in the second half of life. *Motivation and Emotion*, 27, 103-123.

\*Lachman, M. E., & Prenda Firth, K. M. (2004). The adaptive value of feeling in control during midlife. In O. G. Brim, C. D. Ryff, & R. C. Kessler (Eds.), *How healthy are we? A national study of well-being at midlife* (pp. 320-349). Chicago: University of Chicago Press.

Magai, C. (2001). Emotions over the life span. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging* (5<sup>th</sup> ed., pp. 399-426). San Diego: Academic Press.

Carstensen, L. L., Isaacowitz, D. M., & Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist*, 54, 165-181.

Löckenhoff, C. E., & Carstensen, L. L. (2004). Socioemotional selectivity theory, aging, and health: The increasingly delicate balance between regulating emotions and making tough choices. *Journal of Personality*, 72, 1395-1424.

Mroczek, D. K. (2006). Positive and negative affect at midlife. In O. G. Brim, C. D. Ryff, & R. C. Kessler (Eds.), *How healthy are we? A national study of well-being at midlife* (pp. 205-226). Chicago: University of Chicago Press.

Carstensen, L. L., Mikels, J. A., & Mather, M. (2006). Aging and the intersection of cognition, motivation, and emotion. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging* (6<sup>th</sup> ed., pp. 343-362). San Diego: Academic Press.

Wrosch, C., Heckhausen, J., & Lachman, M. E. (2006). Goal management across adulthood and old age: The adaptive value of primary and secondary control. In D. K. Mroczek & T. D. Little (Eds.), *Handbook of personality development* (pp. 399-421). Mahwah, NJ: Erlbaum.

Lachman, M. E., & Weaver, S. L. (1998). Sociodemographic variations in the sense of control by domain: Findings from the MacArthur Studies of Midlife. *Psychology and Aging, 13*, 553-562.

## NOVEMBER 9

### No Scheduled Classes -- Reading Break

## NOVEMBER 16

### Identity and Self Concept

\*Diehl, M. (2006). Development of self-representations in adulthood. In D. K. Mroczek & T. D. Little (Eds.), *Handbook of personality development* (pp. 373-398). Mahwah, NJ: Erlbaum.

\*McAdams, D. P. (1996). Narrating the self in adulthood: In J. E. Birren, G. Kenyon, J. E. Ruth, J.J.F. Schroots. & T. Svensson (Eds.), *Aging and biography: Explorations in adult development*. (pp. 131-148). New York: Springer.

Lachman, M. E., & Bertrand, R. M. (2001). Personality and self in midlife. In M. E. Lachman (Ed.), *Handbook of midlife development* (pp. 279-309). New York: Wiley.

Frazier, L. D., & Hooker, K. (2006). Possible selves in adult development: Linking theory and research. In C. Dunkel & J. Kerpelman (Eds.), *Possible selves: Theory, research, and applications* (pp. 41-59). New York: Nova Science.

Whitbourne, S. K. (1999). Identity and adaptation to the aging process. In C. D. Ryff & V. W. Marshall (Eds.), *The self and society in aging processes* (pp. 122-149). New York: Springer.

Hendricks, J. (1999). Practical consciousness, social class, and self-concept: A view from sociology. In C. D. Ryff & V. W. Marshall (Eds.), *The self and society in aging processes* (pp. 187-222). New York: Springer.

Smith, J. (2003). The gain-loss dynamic in lifespan development: Implications for change in self and personality during old age and very old age. In U. M. Staudinger & U. Lindenberger (Eds.), *Understanding human development: Dialogues with lifespan psychology* (pp. 215-241). Norwell MA: Kluwer.

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**NOVEMBER 23****Stress and Coping**

\*Almeida, D. M. & Horn, M. C. (2004). Is daily life more stressful during middle adulthood? In O. G. Brim, C. D. Ryff, & R. C. Kessler (Eds.), *How healthy are we? A national study of well-being at midlife* (pp. 425-451). Chicago: University of Chicago Press.

\*Lazarus, R. S. (1996). The role of coping in the emotions and how coping changes over the life course. In C. Magai & S. H. McFadden (Eds.), *Handbook of emotion, adult development and aging* (pp. 289-326). San Diego: Academic Press.

Aldwin, C. M., & Levenson, M. R. (2001). Stress, coping, and health at mid-life: A developmental perspective. In M. E. Lachman (Ed.), *Handbook of midlife development* (pp. 188-216). New York: Wiley.

Neupert, S. D., Almeida, D. M., & Charles, S. T. (2007). Age differences in reactivity to daily stressors: The role of personal control. *Journal of Gerontology: Psychological Sciences*, 62B, P216-P225.

Aldwin, C. M. (1994). *Stress, coping, and development* (Chapters 6 and 12). New York: Guilford Press.

Heckhausen, J. (2001). Adaptation and resilience in midlife. In M. E. Lachman (Ed.), *Handbook of midlife development* (pp. 345-394). New York: Wiley.

Charles, S. T., & Carstensen, L. L. (2008). Unpleasant situations elicit different emotional responses in younger and older adults. *Psychology and Aging*, 23, 495-504.

Blanchard-Fields, F. (2007). Everyday problem solving and emotion: An adult developmental perspective. *Current Directions in Psychological Science*, 16, 26-31.

Almeida, D. M., Mroczek, D. K., & Neiss, M. (2006). Can self-regulation explain age differences in daily, weekly, and monthly reports of psychological distress? In K. W. Schaie & L. L. Carstensen (Eds.), *Social structures, aging, and self-regulation in the elderly* (pp. 95-112). New York: Springer.

**NOVEMBER 30****Moral Reasoning and Wisdom**

\*Staudinger, U. M., & Kunzmann, U. (2005). Positive adult personality development: *Adjustment and/or growth?* *European Psychologist*, 10, 320-329.

\*Pratt, M. W., & Norris, J. E. (1999). Moral development in maturity: Life-span perspectives on the processes of successful aging. In T. M. Hess & F. Blanchard-Fields (Eds.), *Social cognition and aging* (pp. 291-318). San Diego: Academic Press.

\*Baltes, P. B., & Staudinger, U. M. (2000). Wisdom: A metaheuristic (pragmatic) to orchestrate mind and virtue toward excellence. *American Psychologist*, 55, 122-136.

Perry, W. G. (1968). *Forms of intellectual and ethical development in the college years*. New York: Holt, Reinhart, & Winston.

Gilligan, C. (1982). *In a different voice* (chapter 6). Cambridge, MA: Harvard University Press.

Kupperman, J. (2005). Morality, ethics, and wisdom. In R. J. Sternberg & J. Jordon (Eds.), *A handbook of wisdom: Psychological perspectives* (pp. 245-271). New York: Cambridge University press.

Brugman, G. M. (2006). Wisdom and aging. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging* (6<sup>th</sup> ed., pp. 445-476). San Diego: Academic Press.

Jordon, J. (2005). The quest for wisdom in adulthood. In R. J. Sternberg & J. Jordon (Eds.), *A handbook of personality* (pp. 160-188). New York: Cambridge University Press.

Staudinger, U. M., Dorner, J., & Mickler, C. (2005). Wisdom and personality. In R. J. Sternberg & J. Jordon (Eds.), *A handbook of personality* (pp. 191-219). New York: Cambridge University Press.

***\*\*Please note that this is our final class (Friday, December 2nd is the last day of classes for Fall term).***

## **DECEMBER 7**

**Final review paper is due (40%).**

***\*\*The above schedule, course policies, and assignments are subject to change\*\****

<b>PLAGIARISM AND CHEATING</b>	
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## **UNIVERSITY OF VICTORIA Department of Psychology**

### **Important Course Policy Information Winter 2016-2017**

#### **Prerequisites**

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

#### **Program Requirements**

For more information see pages 383-386 of the UVic Calendar 2016-17.

#### **Registration Status**

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

## **Commitment to Inclusivity and Diversity**

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

### **In the Event of Illness, Accident or Family Affliction** (See UVic Calendar, 2016-17, p. 59-60)

#### **What to do if you miss an exam other than one scheduled during the formal examination period**

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

#### **What to do if you miss an exam scheduled during the formal exam period**

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

#### **What to do if you require additional time to complete course requirements**

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

## **Policy on Academic Integrity including Plagiarism and Cheating**

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>), p. 55-58, UVic Calendar 2016-17). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

**4. Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

**5. Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>)

**Other useful resources on Plagiarism and Cheating include:**

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>