

USC Leonard Davis

School of Gerontology

GERO 435m: Women and Aging: Psychological, Social, and Political Implications

(36245R) Units: 4.0 Fall 2023



Time: Tuesdays and Thursdays 1:00pm – 2:40pm

Location: [GER 224](#)

Instructor: [Tara L. Mastro, PhD](#)

Communication:

Email: mastro@usc.edu

Email is the best way to contact me. I will respond within 24 hours. Message again if you haven't heard back. (Messages can get lost.)

Office Hours: By appointment. Message me with three times that work for you and whether you want in person or online. We will find something that works!

Physical Office: GERO 231A

Virtual Office: Meeting ID 584 300 7840, Passcode 208617

This syllabus, schedule, and stated policies may change during the semester but if/when it does, I will point it out clearly during class and/or through announcements.

Important Dates!

August 21 nd	First Day of Classes
September 4 th	Labor Day Holiday - No Class
September 8 th	Last Day to Add Class, Refunds, Pass/No Pass Grading
October 6 th	Last Day to Drop without a "W", Change grading basis to letter grade
October 13-14 th	Fall Recess – No Class
November 10 th	Last Day to Withdraw from a course
November 23 rd -24 th	Thanksgiving Recess – No Class
December 1 st	Last Day of Classes
December 3 rd -6 th	Study Days
December 12 th	11am-1pm Final Summative Experience

Table of Contents (with hyperlinks – this is a long document!)

Welcome	Student Hours and Meetings
Gerontology Inclusion Statement	Grading and Late Assignment Policy
Course Description	Citing and Power of Paraphrasing
Learning Objectives	Assignment Descriptions, Due Dates, and Engagement Hours
Textbook and Materials	Attendance and Participation
Technology Requirements	Academic Integrity
Course Communication	Student Resources
Class Format	Statement for Students with Disabilities
Schedule with Assignments	

Welcome

Hello everyone and welcome to class! I am a teaching faculty in Gerontology. I look forward to being your guide in learning new topics and challenging the way you view the world around you. I am a scientist to the core. I live my life by the scientific method and tend to frame everything in a biochemical context. My research career has taken me to many places including evolution of complex organs; the intersection of reproductive fidelity and cancer; and more recently, neuroscience. I think constantly about how we think and learn at the biochemical level. All these experiences have shaped the way I approach learning, teaching, and the topics we will discuss this semester.

Your Feedback is Important! (Student Course Evaluations)

Gerontology collects evaluations from students in the middle of semester during fall and spring semester. At the end of the semester Learning Experience Evaluations are also sent out. Please take the time to participate in this as it is very helpful to hear from students. It is also great when you just directly message me about it too.

Gerontology Inclusion Statement

The USC Leonard Davis School of Gerontology is committed to creating an inclusive classroom environment that values the diversity of all its members. The School is committed to providing a purposefully inclusive community where all members and visitors are free from all intolerant behavior (including but not limited to harassment, verbal or written abuse, threats, ridicule, or intimidation). We encourage all members within our community to embrace and learn from the diversity within our classroom, school, and university.

Course Description

Women play many roles and wear many hats throughout their lives. As they age through young adulthood, middle age, and their older years, they accumulate responsibilities, but they leave few of their previous roles behind. In this course, we will examine women's longevity and the psychological, sociological, economic, and political implications of lifelong roles in their own families and in their environments. While this course will examine the negative influences of sexism, ageism, health and economic disparities, and challenges facing women throughout their lifespans, it aims to equally highlight best practices in women's aging through positive examples, accomplishments, health successes, role models, and opportunities for aging women.

Prerequisite(s): None

Recommended Preparation: None, aside from completing the assigned tasks, including readings, before each class.

Learning Objectives

Upon completion of this course, students will be expected to be able to:

1. Recognize/Identify gender differences in the aging process and the psychological, sociological, economic, and political implications.
2. Compare and contrast the implications of population aging on women and women's biological health.
3. Analyze the various factors that could influence women's lifespan and healthspan.
4. Integrate different perspectives to analyze factors that contribute to successful aging among women.

The learning experience in this course will develop the following core competencies in Gerontology as described by the Academy for Gerontology in Higher Education (AGHE).

- “Frameworks for understanding aging: Utilize gerontological frameworks to examine human development and aging.
- Biological aspects of aging: Utilize gerontological frameworks to examine human development and aging.
- Research and Critical Thinking: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.
- Attitudes and Perspectives: Develop a gerontological perspective through knowledge and self-reflection.
- Ethics and Professional Standards: Adhere to ethical principles to guide work with and on behalf of older persons.”

The Gerontological Society of America. (n.d.). Retrieved August 22, 2022, from https://www.geron.org/images/gsa/AGHE/gerontology_competencies.pdf

Textbook and Materials

The good news is that there is no required textbook for the course! There will be plenty of reading posted for each class meeting on Blackboard. The reading assignments are listed in the schedule at the end of this syllabus. There will be a graded discussion board for each reading that will need to be completed before each class. You may need other materials for the class depending on how you choose to complete the reflection assignments. (Reflection assignments are described in the assignment description section.) Please plan ahead to make sure you have access to what you need.

Technology Requirements

- Blackboard: Get access now if you don't already have it. [Get Blackboard help here.](#)
 - Used for course communication (e.g., announcements)
 - Discussion Boards
 - Reading material
 - Assignment downloads
 - General Course Content
- Zoom: We will use zoom as needed. [Get USC Zoom help here.](#)
- Turnitin: This will be used for the term paper. [Please review instructions and help topics here.](#)

- Presentation software: Prezi, PowerPoint, Keynote, Google Slides, etc.
- Word processing, image capture (camera phone), and pdf reading technologies.
 - Note that depending on your own choices for assignment formats you may need more technology than this.
 - Check out the [software](#) you can get access to as USC student.

Course Communication

Please contact me through email (mastro@usc.edu). I am the best at checking and responding to emails. I will get back to you in 24 hours. If I do not get back to you in this time frame, please resend the message as soon as you can because messages can get lost, and I may not have gotten your message. I will communicate about the course primarily through blackboard announcements and email so please make sure you have access to check these messages.

Class Format

We will discuss contemporary issues in class. Most classes will be structured where I deliver content to the class and then we will engage in interactive group work to explore and consider the topics in a deeper way. Please show up to class ready to engage. The best way to prepare is to have done the readings and discussion board assignments ahead of time.

Student Hours and Meetings

I will be in my office and available for in-person meetings on Tuesdays before class from 10am-1pm. If you come to my office close to our class meeting time, I may have moved to the classroom. I am happy to meet outside of these times as well as on zoom. Send me a message to arrange it.

Grading and Late Assignments

Late work will be accepted for up to a week after it was due with a 10% score reduction for each day it is late. Assignments will be turned in through Blackboard. There are many different types of assessment in this course to facilitate learning. Regrade requests must be submitted within a week of receiving the score. Assignments will be graded within one week of their turn in. Please check the assignment descriptions for rubrics and expectations.

Table 1: Point breakdown of assignment types and percentage of grade

Assessment Tool	Total Points	Notes	Approximate % of Grade
In-Class Participation	120	(4 points per meeting)	9.00%
Reflections	200	(50 points each x 4)	15.00%
Discussion Boards (Readings)	405	(15 points per discussion)	30.00%
Presentation	300	one of these	23.00%
Term Paper	300	one of these	23.00%
Total	1325		100.00%

Table 2 - Percentage grade to letter grade conversion.

Grade	Range
A	93.0% or higher
A-	90.0%-92.99%
B+	87.0%-89.99%
B	83.0%-86.99%
B-	80.0%-82.99%
C+	77.0%-79.99%
C	73.0%-76.99%
C-	70.0%-72.99%
D+	67.0%-69.99%
D	63.0%-66.99%
D-	60.0%-62.99%
F	59.9% or lower

Grade Appeals and Disputed Grades

The Policy of the University is as follows, “A grade once reported to the Office of Academic Records and Registrar may not be changed except by request of the faculty member to the Committee on Academic Policies and Procedures on a Correction of Grade form. Changes should be requested only on the basis of an actual error in assigning the original grade, not on the basis of a request by the student or special consideration for an individual student. Students are not permitted to complete course work after the semester has ended.

Incompletes

As defined in the Academic Policies of USC, “If an IN is assigned as the student’s grade, the instructor will fill out the Assignment of an Incomplete (IN) and Requirements for Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may complete the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit.” However, please note that the Registrar’s recommended definition of emergency is “An unforeseeable situation or event beyond the student’s control that prevents her from taking the final examination or final summative experience.”

Citing and Power of Paraphrasing

There is great power in paraphrasing. Paraphrasing will allow you to absorb and digest information as well as demonstrate to others that you are now very knowledgeable about a subject yourself. It is easy to quote a source verbatim, put it in quotes and then cite it, but this does not give you credibility as a new “expert” on the topic. Showing knowledge and understanding of a topic requires that you read your source, digest the information, and then deliver it in your own words. If you quote large blocks of information from your source, you will lose points in this course. Please also cite using in-line citations (author, year). Generally speaking, in scientific writing (and as a good practice for any sort of technical

writing) when you say a fact, you need to provide an in-line citation of where you found that information. The only exception to this rule is for “common knowledge” in the field. Common knowledge is any fact that nearly all people in your audience widely know and accept, or can be easily observed (e.g., the sky is blue – just walk outside and look up).

Assignment Descriptions, Due Dates, and Engagement Hours

Table 3 - Due dates, predicted student work hours, and point distributions compared.

Important Assignment Dates	Item	How to Turn it In	Points Each	Count	Total Points	Estimated Student Engagement Hours	Approx. Student Engagement Hrs. / Week
Tuesdays and Thursdays at 11:59pm	Reading Discussion Board Posts	Post on the appropriate discussion board in the discussion board folder in Blackboard	15	27	405	67.5	4.5
Tuesdays and Thursdays at 11:59pm	Participation Evaluation	Take the "quiz" in the Blackboard "Participation" Folder	4	30	120	50	3.33
Sunday, September 17, 2023	Reflection 1 (Weeks 1 - 4)	Upload Blackboard "Reflection" folder by 11:59pm on the due date	50	1	50	5	1.25
Sunday, October 8, 2023	Reflection 2 (Weeks 5 - 7)		50	1	50	5	1.5
Sunday, November 5, 2023	Reflection 3 (Weeks 8-11)		50	1	50	5	1.5
Sunday, November 12, 2023	Presentation Topic	Submit a topic for approval to in Blackboard "Presentation" folder.	Included in presentation calculations below. Also see the rubric.				
Sunday, November 26, 2023	Reflection 4 (Weeks 12-14)	Upload Blackboard "Reflection" folder by 11:59pm on the due date	50	1	50	5	1.5
Tuesday, November 28, 2022	Student Presentations	In-class presentations	300	1	300	16.5	Varied
Thursday, November 30, 2022							
Wednesday, December 6, 2023	Term Paper	Upload Blackboard "Term Paper" Folder by 1pm on the due date	300	1	300	16	Varied
Tuesday, December 12th, 2023 11am-1pm	Final Summative Experience	Deliver a 2-minute "elevator talk" about your term paper	Participation Required for full credit on final term paper.				
Totals					1325	170	

In-Class Participation (4 points each)

The format of the class will be interactive. The expectation is that we will arrive to class having completed the assigned reading and ready to have an interactive discussion on the material. Participation will be tracked by turning in a self-assessment of participation in Blackboard. Total participation grade for each period will be based on the instructor's observations and self-evaluations. Please note that many of the topics we will cover in the course can be difficult for many of us to navigate for many reasons. For this reason and as a general rule of being professional we must practice respect and tolerance for everyone. Any violations of this will result in a loss of participation points in the course.

Reflections (50 points each)

This is an area of the class that you get to shine the way you want to. You will turn in a reflection piece that addresses the prompt/ topic of each reflection (listed below) and includes answers to the following thought questions:

- Describe at least three topics we have covered in this section of the course that are relevant to the prompt.
- How do these topics relate to each other or not?
- How do these topics relate to you and your experiences?
- Why did you choose this way of reflecting this time?

Each reflection will have a different topic:

1. **Reflection 1:** What is intersectionality and how does it relate to aging? Consider your own intersectionality or that of someone you know.
2. **Reflection 2:** Compare and contrast the implications of population aging on women and women's biological health.
3. **Reflection 3:** Integrate different perspectives to analyze factors that contribute to successful aging. Make sure to address at least two different perspectives (or lenses) and at least two different factors in your reflection.
4. **Reflection 4:** Recognize/Identify gender differences in the aging process and the psychological, sociological, economic, and political implications.

Your reflection can be in any mode you wish. You can create a piece of visual art, essay, voice recording, video, poem, etc. If you are concerned that your format will not work, reach out and we will discuss it.

There are some additional guidelines to remember:

- If you choose to write a short paper or record a verbal narrative, then you can submit just that with not additional statements required.
- If you submit a visual art piece or other form of literature (e.g., poem, short story, screen play screen) you must also submit a brief statement explaining how it answers the above questions.
- Submissions are online such that if you make an object, you will need to submit a picture of the object and not the actual object.

Rubric

Total of 50 points

10 points for each of the answers to the questions above (40 total).

10 points for logically applying the information of the prompts

Discussion Boards (15 points each)

Discussion board posts are due at the end of each class day. The topic of the discussion board is the assigned readings. PDFs or links to the readings are available on the discussion board. Even though

the discussion posts are not due until the end of the day you will want to complete the reading assignments prior to class. To receive full credit, you will need to:

- Make an initial discussion board post that summarizes the reading(s). You do not need to be exhaustive, but rather highlight things that you found important (5 points).
- Pose one question about the reading or a term that did not know (5 points).
- Complete a response post to a classmate that answers their question and/or gives definitions for terms they were unsure of (5 points).

Presentation (300 points)

You will give a 20-minute group presentation (3-4 members) to the class to summarize an interesting current event or article in the context of what we have discussed in class. You can pre-record the presentation to show during class or present it live. Topics and groups will need to be pre-approved.

Rubric

Submission of topic and group request (30 points)

- Give your group a team name and make sure to include that on your form.
- All group members must submit a request form (available on Blackboard) that is written in their own words. This is to ensure that everyone in the group is on the same page and in agreement with the plan.
- The paper or current event to be focused on needs to be clearly defined.
- Workload that each group member is doing must be clearly defined (e.g., topics or slides they will create and/or present).
- Describe a tentative plan for communication between groups members, timeline for completion, meeting modalities (e.g., online or in-person, evenings or after class).

Clear speaking (30 points)

- Everyone speaks during the presentation unless cleared with the instructor. There are many reasons to make this request as an individual and/or group some of which might be due to the performance value of the presentation (e.g., there will be a small skit or demonstration in it).
- Obviously, we all have different styles of speaking and that is fine. Here we will focus on pacing and clear organization to what is being said.
- Points will be lost for excessively reading off of slides. Some things will need to be directly read due to specific content of for the clarity of the point and that is fine.

Correct timing/ pacing of presentation (20 points)

- This is straightforward. Make the presentation the correct time.

Appropriate Visuals (80 points – 20 points for each of the following categories)

- The visuals are logical to complement, enhance, or convey the information presented
- Must have at least one visual per slide used.
- Visuals are not blurry or too small.
- Visuals are cited when not a new creation by the authors of the presentation.

Text Usage (20 points)

- Use of text is not excessive.
 - About 50% of the slide space on average.
- Text is a size that is readable easily by the audience with the exception of citations which can be smaller.

Event or article is from the last three years (10 points)

Whether the source passes the CRAAP test is discussed (10 points)

Clear connection to course discussions and topics (80 points)

- Connect the topic to at least three things we have learned about in class (60 points).
 - Explain why we should care about this (20 points).
- Points for above and beyond expectation (20 points)

Final Term Paper Experience 12/13/2022

This is a paper that you will write about the material we have learned in the course. Specifically, you will analyze at least three factors that could influence women's lifespan and healthspan. To make this come alive to us you will focus your paper on a question that remains in your mind about any of the topics we have covered in the class. You should approach this term paper as a review of what is known and then point to an area that you either challenge or believe needs more investigation or data. You might also decide to highlight an intersection of topics that has not been done and explain how this intersection needs to be explored in future work.

Please note that you will need to show up our final exam meeting time to discuss your experience and your paper with the class during our scheduled finals time of December 12th, 11am-1pm. Be prepared to give a 2-minute verbal summary of your term paper. No visuals. This is an "elevator talk." In order to receive full credit for this term paper which is the final summative experience you must show up to our finals day discussion. Failure to show up to this final discussion will result in a 20% deduction to your overall final summative term paper grade. Please see the university policy on attendance to finals: <https://classes.usc.edu/term-20223/finals/>

Rubric for the Paper

Introduction (why we care) (30 points)

Summary of what is known (70 points)

Issue that needs resolved or explored (50 points)

Conclusion (40 points)

Paper is organized and flows logically (20 points)

At least 5 sources that are not from assigned reading that pass the CRAAP test (30 points)

In-text citations for all facts and quotes (20 points)

Length of at least 3 pages (but there is a good change you will need more space and that is fine), single-spaced, 11-point font, 1-inch margins all around, APA referencing (40 points)

Note you will lose points for excessive quoting and a lack of paraphrasing.

Obviously, points will be lost for plagiarism of any kind.

Attendance and Participation

While your physical presence in the room is not required, much of your experience in this course will be shaped by active participation in class. 9-10% of your grade is based on in class participation. If you need to miss a class or have missed a class, please contact immediately for accommodation. We will have Zoom available and recording for students who cannot join for any number of reasons because life happens.

Religious Accommodations

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work which

will be missed, or to reschedule an examination, due to holy days observance. For more information, please visit the Office of Religious Life for the full policy: <https://orsl.usc.edu/life/calendar/absences/>

Academic Integrity

Leonard Davis School of Gerontology Statement on Academic Integrity

The USC Leonard Davis School of Gerontology expects all students to display the utmost integrity when submitting work in classes. Students must avoid plagiarism or cheating, which are serious offenses under USC's principles of academic integrity. Plagiarism includes both submitting work authored by another person without proper acknowledgement of the source and reusing any portion of your own previously submitted work without the permission of the instructor. Cheating can include unauthorized collaboration on any assignment unless it is expressly permitted by the instructor. **When instructed by your professor**, you may work together on assignments, but you must each write your own answers individually as part of the honor policy. If you have any questions about how to properly cite your sources, or whether your conduct is permitted, please contact your instructor before submitting your work. For more information about USC's Student Community Expectations, you can review the USC Student Handbook at [USC StudentCode August2022.pdf](#).

USC Statement on Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Student Resources

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Statement for Students with Disabilities

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Schedule with Assigned Reading and Due Dates

All reading assignments are available as pdf or links in the discussion boards.

Due Date	Topic(s)	Reading Assignment
Week 1		
Tuesday, August 22, 2023	Syllabus & Scientific Method	Redaelli, Simone. "A Guide to Using the Scientific Method in Everyday Life." PLOS SciComm, PLOS, 4 Aug. 2020, https://scicomm.plos.org/2020/08/04/a-guide-to-using-the-scientific-method-in-everyday-life/ .
Thursday, August 24, 2023	Demographics	Gass, M, Rebar, R, Glob. libr. women's med., (ISSN: 1756-2228) 2008; DOI 10.3843/GLOWM.10078
		Excerpt from Mark Mather et al., "What the 2020 Census Will Tell Us About a Changing America," Population Bulletin 74, no. 1 (2019).
		Ortiz-Ospina, E., & Beltaekian, D. (2019, August 14). Why do women live longer than men? [web log]. Retrieved from https://ourworldindata.org/why-do-women-live-longer-than-men .
Week 2	Bias and Intersectionality	
Tuesday, August 29, 2023	Social Categorization and First Impressions	Chapter 11 Section 1 from: Jhangiani, R., Tarry, H., & Stangor, C. (2022). Principles of social psychology (1st international H5P edition). BCcampus. https://opentextbc.ca/socialpsych
		Chapter 5 Section 1 from: Jhangiani, R., Tarry, H., & Stangor, C. (2022). Principles of social psychology (1st international H5P edition). BCcampus. https://opentextbc.ca/socialpsych
Thursday, August 31, 2023	Intersectionality, Stereotypes, and Health	Bey, G. (2020). Health Disparities at the Intersection of Gender and Race: Beyond Intersectionality Theory in Epidemiologic Research. In F. Irtelli, F. Durbano, & S. G. Taukeni (Eds.), Quality of Life - Biopsychosocial Perspectives. IntechOpen. https://doi.org/10.1186/s12877-020-01833-z
		Chan, S.C.Y., Au, A.M.L. & Lai, S.M.K. The detrimental impacts of negative age stereotypes on the episodic memory of older adults: does social participation moderate the effects?. BMC Geriatr 20, 452 (2020). https://doi.org/10.1186/s12877-020-01833-z
Week 3	Ageing	

Tuesday, September 5, 2023	What is Aging?	Sara Hägg, Juulia Jylhävä (2021) Sex differences in biological aging with a focus on human studies eLife 10:e63425 or https://doi.org/10.7554/eLife.63425 King, N., & Calasanti, T. (2006). "Ageism and Feminism: From 'Et Cetera' to Center. NWSA Journal.
Thursday, September 7, 2023	Theories of Aging	Borrás, C. (2021). The challenge of unlocking the Biological Secrets of Aging. Frontiers in Aging, 2. https://doi.org/10.3389/fragi.2021.676573 and Gustavo Barja, Towards a unified mechanistic theory of aging, Experimental Gerontology, Volume 124, 2019, 110627, ISSN 0531-5565, https://doi.org/10.1016/j.exger.2019.05.016
Week 4	Biological Sex Differences	
Reflection 1 – Focused on Week 1 - 4 content due Sunday, Sept. 17 th @ 11:59pm on Blackboard		
Tuesday, September 12, 2023	Hormones	Berends YR, Tulen JHM, Wierdsma AI, de Rijke YB, Kushner SA, van Marle HJC. Oxytocin moderates the association between testosterone-cortisol ratio and trustworthiness: A randomized placebo-controlled study. Compr Psychoneuroendocrinol. 2021 Aug 14;8:10008
Thursday, September 14, 2023	Menopause	Richard-Davis G, Wellons M. Racial and ethnic differences in the physiology and clinical symptoms of menopause. Semin Reprod Med. 2013 Sep;31(5):380-6. doi: 10.1055/s-0033-1348897. Epub 2013 Aug 9. PMID: 23934699.
Week 5	Sex Differences in the Immune System	
Tuesday, September 19, 2023	Immune System	Reardon, S. Infections reveal inequality between the sexes. Nature 534, 447 (2016). https://doi.org/10.1038/534447a
		Dance, A. (2019). Why the sexes don't feel pain the same way. Nature, 567(7749), 448–450. https://doi.org/10.1038/d41586-019-00895-3
		Read the first four menu tabs: U.S. Department of Health and Human Services. (n.d.). Overview of the immune system. National Institute of Allergy and Infectious Diseases. Retrieved July 19, 2022, from https://www.niaid.nih.gov/research/immune-system-overview

Thursday, September 21, 2023	Autoimmune Disease	Angum F, Khan T, Kaler J, Siddiqui L, Hussain A. The Prevalence of Autoimmune Disorders in Women: A Narrative Review. Cureus. 2020 May 13;12(5):e8094. doi: 10.7759/cureus.8094. PMID: 32542149; PMCID: PMC7292717.
		Sohn, E. (2021, July 14). Why autoimmunity is most common in women. Nature News. Retrieved July 19, 2022, from https://www.nature.com/articles/d41586-021-01836-9
Week 6	Sex Differences in the Brain	
Tuesday, September 26, 2023	Brain Basics & Estrogen	https://www.nature.com/articles/d41586-019-00677-x#author-0 and https://www.pnas.org/doi/10.1073/pnas.1524418113 Optional (Biology Heavy – try the introduction) Zárate, S., Stevnsner, T., & Gredilla, R. (2017). Role of estrogen and other sex hormones in brain aging. neuroprotection and DNA repair. Frontiers in Aging Neuroscience, 9. https://doi.org/10.3389/fnagi.2017.00430
Thursday, September 28, 2023		McCarthy, M., Nugent, B. & Lenz, K. Neuroimmunology and neuroepigenetics in the establishment of sex differences in the brain. Nat Rev Neurosci 18, 471–484 (2017). https://doi.org/10.1038/nrn.2017.61
Week 7	Sex Differences in Neurodegenerative Diseases	
Reflection 2 – Focused on Week 4 - 7 content due Sunday, Oct. 8 th @ 11:59pm on Blackboard		
Tuesday, October 3, 2023	Neurodegenerative Diseases	Yanguas-Casás N. Sex Differences in Neurodegenerative Diseases. OPEN SM J Neurol Disord Stroke. 2017; 3(1): 1014.
Thursday, October 5, 2022		Lynch, M. A. (2022). Exploring sex-related differences in microglia may be a game-changer in Precision Medicine. Frontiers in Aging Neuroscience, 14. https://doi.org/10.3389/fnagi.2022.868448
Week 8	Woman's Perspective	
Tuesday, October 10, 2023	Philosophical Perspective Feminism	McAfee, N. (2018, June 28). <i>Feminist philosophy</i> . Stanford Encyclopedia of Philosophy. Retrieved July 25, 2022, from https://plato.stanford.edu/entries/feminist-philosophy/
Thursday, October 12, 2023	Fall Holiday – No Class, No Discussion	
Week 9	Feminization of Poverty & Facilitators and Barriers to Health Care	

Tuesday, October 17, 2023	Caregiving and Cost of Being a Mother	Jacobs, J. C., Van Houtven, C. H., Laporte, A., & Coyte, P. C. (2017). The impact of informal caregiving intensity on women’s retirement in the United States. <i>Journal of Population Ageing</i> , 10(2), 159-180. Lee, Y., Tang, F., Kim, K. H., & Albert, S. M. (2015). The vicious cycle of parental caregiving and financial well-being: A longitudinal study of women. <i>Journals of Gerontology Series B</i> :
Thursday, October 19, 2023	Reproductive health	Banke-Thomas, A., Olorunsaiye, C.Z. & Yaya, S. “Leaving no one behind” also includes taking the elderly along concerning their sexual and reproductive health and rights: a new focus for <i>Reproductive Health</i> . <i>Reprod Health</i> 17 , 101 (2020). https://doi.org/10.1186/s12978-020-00944-5 http://publichealth.lacounty.gov/ha/reports/habriefs/v2i4_wmn_hlth/v2n4.pdf www.msmu.edu/center-for-the-advancement-of-women/events/status-of-women-and-girls/read-the-latest-report/ and slide deck on: https://www.chcf.org/publication/data-snapshot-listening-mothers-california/
Week 10	Barriers to Health Care	
Tuesday, October 24, 2023	Politics Drive Access	Rapp KS, Volpe VV, Neukrug H. State-Level Sexism and Women's Health Care Access in the United States: Differences by Race/Ethnicity, 2014-2019. <i>Am J Public Health</i> . 2021 Oct;111(10):1796-1805. doi: 10.2105/AJPH.2021.306455. Epub 2021 Sep 2. Erratum in: <i>Am J Public Health</i> . 2022 Feb;112(2):e4. PMID: 34473559; PMCID: PMC8561184.
Thursday, October 26, 2023	Disparities & Equity	Ely, R., & Padavic, I. (2020). What's Really Holding Women Back? It's Not What Most People Think.
Week 11	Feminization of Politics	
Reflection 3 – Focused on Week 8 - 11 content due Sunday, Nov. 5th @ 11:59pm on Blackboard		
Tuesday, October 31, 2023	Inheritance, Social Security, Retirement, and Pensions	Burn, I., Button, P., Figinski, T. F., & McLaughlin, J. S. (2020). Why retirement, Social Security, and age discrimination policies need to consider the intersectional experiences of older women. <i>Public Policy & Aging Report</i> , 30(3), 101-106.
Thursday, November 2, 2023	Representation and Leadership	Barnes TD, Cassese EC. American Party Women: A Look at the Gender Gap within Parties. <i>Political Research Quarterly</i> . 2017;70(1):127-141. doi:10.1177/1065912916675738 Fulton, S.A., Dhima, K. The Gendered Politics of Congressional Elections. <i>Polit Behav</i> 43 , 1611–1637 (2021). https://doi.org/10.1007/s11109-020-09604-7

		Kulich, C., de Lemus, S., & Montañés, P. (2020). The Impact of Sexism on Leadership in Female-Male Climbing Dyads. <i>Social Psychological Bulletin</i> , 15(1), 1-31. https://doi.org/10.32872/spb.2667
Week 12	Depression	
Presentation Topic Submission Due November 13 th @ 11:59pm		
Tuesday, November 7, 2023	Depression	Girgus JS, Yang K, Ferri CV. The Gender Difference in Depression: Are Elderly Women at Greater Risk for Depression Than Elderly Men? <i>Geriatrics (Basel)</i> . 2017 Nov 15;2(4):35. doi: 10.3390/geriatrics2040035. PMID: 31011045; PMCID: PMC6371140. Kaltenboeck A, Harmer C. The neuroscience of depressive disorders: A brief review of the past and some considerations about the future. <i>Brain and Neuroscience Advances</i> . January 2018. doi:10.1177/2398212818799269
Thursday, November 9, 2023	Group Work Day	
Week 13	Elder Abuse	
Tuesday, November 14, 2023	Elder Abuse	Storey, J. E. (2020). Risk factors for elder abuse and neglect: A review of the literature. <i>Aggression and Violent Behavior</i> , 50, 101339. https://doi.org/10.1016/j.avb.2019.101339 https://www.nia.nih.gov/health/elder-abuse
Thursday, November 16, 2023	Intersectionality of Abuse	Sirey, J.A., Minor, M., Berman, J. (2020). Intersectionality of Elder Abuse and Mental Health Issues: Needs and Interventions for Victims. In: Geffner, R., White, J.W., Hamberger, L.K., Rosenbaum, A., Vaughan-Eden, V., Vieth, V.I. (eds) <i>Handbook of Interpersonal Violence and Abuse Across the Lifespan</i> . Springer, Cham. https://doi.org/10.1007/978-3-319-62122-7_115-1
Week 14		
Reflection 4 – Focused on Week 12 - 14 content due Sunday, Nov. 26 th @ 11:59pm on Blackboard		
Tuesday, November 21, 2023	In-Class Group Work Day	
Thursday, November 22, 2023	Thanksgiving Holiday	
Week 15	Addiction and Aging & Student Presentations	

<p>Tuesday, November 28, 2023</p>	<p>Intersectionality of Addiction</p>	<p>https://nida.nih.gov/publications/drugs-brains-behavior-science-addiction/preface</p> <p>https://nida.nih.gov/publications/drugfacts/substance-use-in-older-adults-drugfacts</p> <p>Becker JB, McClellan ML, Reed BG. Sex differences, gender and addiction. J Neurosci Res. 2017 Jan 2;95(1-2):136-147. doi: 10.1002/jnr.23963. PMID: 27870394; PMCID: PMC5120656.</p>
<p>Thursday, November 30, 2023</p>	<p>TBD</p>	<p>Presentation Days for Students Articles found by students</p>
<p>Term Paper Due Dec. 6th @ 11:59pm on Blackboard.</p> <p>Final Summative Experience December 12th 11am-1pm</p> <p>You can turn the paper in earlier in the semester if you want to. Just make sure that we have covered enough content so that your paper is meaningful.</p> <p>You will need to come to our scheduled finals time and give a 2-minute “elevator talk” / summary of your paper to the class.</p>		