

## GEY 4001 – Fall 2025

Course Organization
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### Course Instructor:

**Dr. Susan Bluck** obtained her PhD from the School of Social Ecology at the University of California, Irvine, and completed a post-doc at the Max Planck Institute for Human Development, Berlin, Germany. Dr. Bluck's research focuses on social cognition across the adult lifespan, particularly how people remember their own life events, especially in late life. She runs an active laboratory investigating lifespan differences in (i) the everyday functions of autobiographical memory, reminiscence, and the life story, and (ii) autobiographical memory abilities and the relation of memory to the self. Dr. Bluck has received several awards for her research and also her mentorship of students. She is a fellow of the Gerontological Society of America and is involved in several international collaborations (Taiwan, Denmark, Germany).

**Contact:** Office in McCarty C, 506. Email: through course email system. You will hear back within 48 hours. Office hours appear on the site and I am also happy to set appointments to meet in person or online. Contact me any time! I enjoy meeting with students.

### Teaching Assistant (TA):

Contact your TA through the course email system. They are here to help and happy to meet with you. Connecting with our TA can help your learning outcomes.

### Course Overview:

**GEY 4001** provides an in-depth view of the aging process. The course covers psychological aspects of aging in interaction with biological and sociological processes. A comprehensive textbook is combined with topical mini-lectures, visits to relevant websites, viewing of documentaries, focused weekly discussions requiring written posts, and engagement with 'portraits of aging.'

### Course Learning Objectives

**At the end of this course, students will be able to:**

1. Articulate how the field of gerontology is studied in Psychology but is also multidisciplinary.
2. Describe the implications of biopsychosocial changes experienced as people age.
3. Detail the variety of trajectories of aging.
4. Fluently exchange ideas with others interested in research and practice in gerontology.

### Required Textbook:

*Introduction to Aging: A Positive, Interdisciplinary Approach*, 2nd Edition, Sugar (2019). Paperback or digital version. Code **STUDY30** can be redeemed and applied upon checkout on [www.springerpub.com](http://www.springerpub.com). This is a 30% off print version + FREE shipping discount code.

**Policies:** This course complies with all UF academic policies. For UF policies and for resources for students, see <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

## Course Organization

The site contains everything you will need to complete this course including weekly learning modules, details for completion of the term project (under 'assignments tab'), access to the quizzes (under 'quizzes tab'), and a course email system for communicating with the instructor, TA, and other students. Begin by reviewing course objectives and then reviewing the learning module for that week. Week 1 provides introductory reading and assignments. Starting with Week 2, each module contains: 1) recorded lectures and/or films, 2) assigned reading of one or more chapters from your required textbook 3) discussion forum, 4) an interactive *portrait of aging*, 5) '*hit songs*' from 1951 – 1965 to be rated.

### Class participation

You will need to review mini-lectures and/or videos, and complete the assigned text reading (1-2 chapters). When you have mastered the substantive material for the week, you will be best able to participate actively in the discussion forums and engage in the portraits of aging segments. Discussions often require reading or viewing additional materials provided at the course site or going to designated websites to review material.

**Participating in the discussion** involves you writing at minimum two paragraphs for your own post to the board in response to the given discussion questions for that week. You are also required to provide comprehensive responses to at least two other students' posts each week. See Tips sheet for writing a comprehensive post at the end of this syllabus. You are unlikely to have taken previous classes in which you had to write this much and do so on a consistent weekly basis. Make sure to stay on top of the material and write a clear, informative post each week. You should spend at least 40 minutes reading any additional materials required for posting and for preparing your post and then responding to other students' posts. The course instructor and teaching assistant will participate in the weekly discussion forums and are available to answer any questions you have about the course via course e-mail system.

**Engaging with the weekly portraits of aging** is also part of the course. These portraits of aging introduce you to 14 different centenarians (people who are at least 100 years old). Answering the required questions will help you identify the many different trajectories of aging. All older people have lived different lives, have different values and ideas.

**Listening in** by clicking on the weekly 'hit song' links. You will find links to songs that are hits from when current older persons in our society (i.e., currently 65 – 80 years old) were teens! Hopefully listening to the music of a different generation will encourage understanding that they were once young...just as you will one day be old. Listen and enjoy. Rate the song of the week when you are through listening.

### Course Attendance

This class is completely online. You will learn most and do well if you keep up regularly with materials. Time management and weekly engagement are key to online learning. You 'attend' this course by completing all requirements on time as shown below. UF attendance policy at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

<b>Course Requirements &amp; Evaluation: Total points = 400</b>
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**Discussion Forums (all weeks)****90 Points**

To increase interaction with others, students are required to post an Introduction in Week 1, including uploading a picture. Respond to at least two other students' Introductions. You also should complete the Facts on Aging Questionnaire and do the Aging Implicit Associations Test (IAT) found on the Week 1 page. All aspects must be completed or no points are awarded (**6 points**). **As course starts on Thursday this semester, this Intro post and two replies to others is due this Sunday.**

Continue to participate in discussion forums, in small groups, through the entire course.

Points are awarded based on both quality and frequency of posts across the course. In terms of quality, a random sub-set of your weekly posts will be graded (so it is a very good idea to perform well on posts across the semester as you do not know which ones will be chosen for grading). Write two paragraphs at least. You are graded on your own posts and responses to others. For frequency, you must complete the requirement of posting once and responding to at least two other posts for all assigned weeks to earn full points.

Grade for the Discussion Forum is given at the end of the semester based on post quality (**60 points**) and frequency of discussion forum activity (**24 points**).

Materials can be viewed and discussion forums completed any time during the week but **must be completed by Thursday evening** (11:59 pm) of the week in which they are due. You must then respond to AT LEAST two other students' posts in your group **by Sunday evening** (11:59 pm). See the end of this syllabus for tips on how to create a good post. Contact the TA or Instructor if you have questions/concerns about what is required. Watch for and read the Instructor's Discussion Forum summary posted by email after the close of each week.

**Quizzes****140 points**

You will need to install Lockdown Browser on your computer to access the quizzes. The course has seven quizzes each worth 20 points using **True/False or Multiple Choice** question formats. These quizzes allow you to demonstrate what you have learned from the lectures and text readings. Each quiz is open Friday at 7:00 am through Sunday at 11:59 pm in the specified week. **Note, last quiz of semester may close earlier to fit with semester end date.** See site. You will be allowed 40 minutes per quiz to ensure that this is not a 'stress-test.'

**Quiz 1 Due: Week 3**

Students are required to complete a 20 question quiz online.

**Quiz 2 Due: Week 5**

Students are required to complete a 20 question quiz online.

**Quiz 3 Due: Week 7**

Students are required to complete a 20 question quiz online.

**Quiz 4 Due: Week 9**

Students are required to complete a 20 question quiz online.

**Quiz 5 Due: Week 10**

Students are required to complete a 10 question quiz online.

**Quiz 6 Due: Week 12**

Students are required to complete a 20 question quiz online.

**Quiz 7 Due: Week 15**

Students are required to complete a 20 question quiz online.

**Portraits of Aging (Weeks 2 - 15)**

**42 Points**

Read and review the portrait of aging, learning about the life of a centenarian. Answer the question of the week for that portrait by Sunday evening at 11:59 at latest. Three points are assigned for correctly answering each week's question, with 0 for no response or incorrect responses.

**Music of the Older Generation: Hit Songs, 1951 – 1965 (Weeks 2 – 15)**

**14 Points**

You will find a link to a hit song from the time that current older persons in our society (i.e., 65 – 80 years old) were in their teen years. Listening to the music enjoyed by the older generation, in their teens, may help you to more fully appreciate that they were once young...just as you will one day be old. Listen, then receive one point each week when you rate your favorite song.

**Term Project: Aging in America Due WED of Week 14**

**100 Points**

The 10-page term project is fully described on the site under the 'Assignments' tab. It is due by 11:59 pm EST as an attached Word document through the 'Assignments' system. Please put your last name and first initial in the filename of the document AND include your name inside the file. Many of you will not have completed this length paper for any of your courses before so remember to start early! Reach out to meet with me if you would like help!

**Syllabus quiz**

**14 points**

See the Getting Started page on the site. Complete the quiz showing that you have read and understand key points of the syllabus.

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**Course Grading Scale**

90% - 100%	A
87% - 89.99%	A-
84% - 86.99%	B+
80% - 83.99%	B
77% - 79.99%	B-
74% - 76.99%	C+
70% - 73.99%	C
67% - 69.99%	C-
64% - 66.99%	D+
60% - 63.99%	D
0% - 59.99%	E

**Make-up Quizzes or Other Work Policy/Accommodation Policy:** Assignments must be completed at scheduled times as per syllabus/site. No late assignments will be accepted except per UF guidelines, <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> Contact the instructor in advance of deadlines to request any deviations from course schedule. Students requesting accommodation, register with the Dean of Students' office, 202 Peabody Hall, 392-1261. The DSO will provide documentation to the student who should provide it to instructor. Happy to work with you on any accommodations needed.

Course Schedule
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Week 1: Introduction

Assigned Reading

- Sugar Text Chapter 15: Careers in Aging

Week 2: Health and Development

Week 3: Cognition and Personality

Week 4: Demography and Very Late Life

Week 5: Biology and Everyday Activities

Week 6: Mental Health and Disorders

Week 7: Family and Social Support

Week 8: Love and Relationships

Week 9: Spaces and Places

Week 10: Leisure and Productivity

Week 11: Healthcare and Caregiving

Week 12: Economics

Week 13: Resilience

Week 14: Aging in America Term Project

- Due: **WED of Week 14** by 11:59 pm. *Good idea to start this earlier in the term and complete final version of your term project for hand-in this week.*

**Understanding Aging in America:** The focus of this project is to familiarize you with important social, governmental, and research institutions and agencies that contribute to the ‘face of aging’ in America.

Week 15: The End and the Future

### Tips for Lively, Interesting Posts to the Discussion Forum

*There are several elements to creating a great discussion post. You will want to discuss the week's questions with a knowledge of facts and information from the assigned source materials. Feel free to also refer to class materials from lectures and text for that week. Make sure that the material you include is accurate. Remember that some weeks there are multiple questions, so be sure you have addressed all the question(s) in your post.*

*Once you know you have the facts, expand your discussion by asking yourself, "What else do I know about this topic that I might share with the group?" You could share prior knowledge based on information learned in other weeks or even in other classes, include greater implications in terms of relationship of this topic to societal issues, or refer to websites the class could visit for further reading.*

*Another way to expand your discussion is to ask yourself, "How does this topic/question apply to me or to real-world situations?" How might this topic be relevant for families, communities, America, or internationally? Think about questions that might serve to analyze or evaluate the topic from a different perspective.*

*Here are some more specific elements to think about when creating your discussion post:*

#### **Analysis of Discussion Topic**

Be sure that what you have included is accurate, based on the assigned materials.

Ask yourself, "How might this topic/question(s) apply to me or other real world situations?"

What about this topic might be relevant for families, the greater community/society as a whole/globally?

Try to analyze or evaluate the topic/question(s) from a different perspective or consider how the issues raised might apply differently to different people.

Consider how all older people are both similar and different to avoid 'one size fits all' conclusions about the aging population.

#### **Contribution to Discussion**

Expand on the discussion topic or question(s).

Ask yourself, "What else do I know about this topic that I might share with the group?"

Share prior knowledge based on related personal experience or information learned earlier in this class or in other classes.

Discuss the topic's greater implications in terms of its relationship to American society today or the global aging population.

Include information from outside sources, such as web sites or books you've read.

### **Connecting to Assigned Readings**

Include details from the assigned primary source materials specified by the question(s).

Include details from the assigned secondary source materials specified in the syllabus and course materials.

Include well-reasoned arguments to support connections you are making between the discussion topic and the week's other assigned materials.

Provide examples from the week's other assigned materials to support connections between these and the discussion topic/question(s).

### **Mechanics**

Be sure you have addressed all the questions for the post. Some weeks include multiple questions.

Spellcheck before posting. Also re-read your post to edit for clarity and grammar.

Make sure the post is in line with the required length.