PSY 417H1S LEC0101
AGING AND SOCIAL COGNITION
University of Toronto
Winter 2025

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Hours: By appointment

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Meeting Time and Location: Mondays 3:00-6:00 P.M., University College (UC) Room 85, in-person mode

Prerequisites:
It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites, you will be removed. No waivers will be granted.

Course Communication:
♦ Please email me directly. When doing so, please use your mail.utoronto.ca email account for all correspondence and put PSY417 in the subject line.
♦ In general, course-related emails will be responded to within 48-72 hours, between the hours of 9:00 am and 5:00 pm, during weekdays (Monday to Friday).
♦ Note that I will be available after each class for quick in-person questions.
♦ Due to the potential for viruses and spyware, no e-mails will be opened if they contain attachments. No assignments will be accepted as attachments to e-mail – all papers must be submitted via Quercus in .pdf format.
♦ Note that all communications (verbal and email) should be respectful in language and tone and constructive in nature. This includes communications with me and with your fellow students.

Course Overview: The purpose of this course is to conduct an in-depth examination of social cognitive processes in later life. Examples of topics include stereotyping, person perception, the self, and emotions.

Course Goals:
♦ Gain in-depth knowledge of current research in the field of adulthood and aging and social cognition
♦ Develop knowledge of methods, data analyses, and data interpretations
♦ Expand critical thinking skills through evaluating experiments, data, theory and scientific articles
♦ Develop scientific communication skills through real world responses, oral presentations, and research proposals

ASSESSMENT

ASSIGNMENT	DATE	CONTENT	WEIGHT
Thought Tickets	See schedule	See description	5%
Term Test #1	Feb 3	Lectures 1-4 + Readings	20%
Real World Response	Due at Interventions Fair	See description	20%
Term Test #2	March 31	Lectures 5-8 + Readings	20%
Research Proposal	April 2	See description	35%

1. **Thought Tickets (5 x 1% each):** At the end of the noted lectures, you will submit a ticket on which you will share a short thought or question on the content covered in that day's lecture. This is a way to keep in touch with the instructor and share with her either:

   - difficulties that may arise with the comprehension of the subject matter;
   - insights on the various topics and critical reflections;
   - any other positive or negative feedback that is relevant, constructive, respectful, and would serve to improve the content or the delivery of the lectures and make them a better learning experience.

Informative feedback is the cornerstone of a positive learning environment. Though every ticket will be read by the instructor before the following class, it will be impossible to reply to and incorporate all of the feedback received in such a way. The instructor will follow up on the more impactful or important thought tickets by anonymously sharing them with the entire class at the start of the following lecture. This will be a way to address recurring concerns or to come back to the previous week's content. As long as you write something thoughtful, respectful, constructive, and useful, you will get your mark, even if your ticket is not selected to be featured in the following week's lecture. Your comments are important and appreciated, and you can (and should) always communicate directly with the instructor or the TA should you feel that you require immediate attention.

The blank tickets will be available for pickup at the <u>start</u> of each lecture, and only collected at the <u>end</u> of that lecture. Students are only allowed to hand in their own ticket. Should you not be able to attend the full lecture, you would forfeit that lecture's thought ticket and the mark (1%) that goes with it. Only a medical note, as you would submit for a test, would exempt you from these conditions. Should you receive proper exemption for one or more thought tickets, the ones you submitted would be reweighted out of 5.

2. Term Tests (2 x 20% each): The two term tests will include short, medium, and long answer questions. There is no cumulative final exam. You will be tested on material from readings and lecture. Note that material covered in the readings but not lectured on will be included so be sure to do the readings. You WILL need to learn authors and dates, but you will also be given keywords for each study to help you recognize them. Every question will include the authors, date, and keywords so that you understand which study I am asking about (e.g., in Kang and Chasteen's (2009) study on multiply-categorizable targets….). You will need to recognize relevant studies from this information. Medium and long answer questions will require you to integrate information from multiple studies/lectures and think critically about that information. You will need to do more than memorization to do well on these tests.

3. Research Proposal (35%): All students will write a research proposal-style paper in which they develop an idea for a novel study on a topic related to aging and social cognition. You can write the proposal on any topic related to the focus of the course. You should include an abstract, an introduction in which you present your research question and discuss how it builds upon existing research in the area, a brief method section, and a presentation of predicted results (preferably with tables or figures). You should also include a discussion section in which you describe the potential implications of your predicted findings, possible limitations of your study, and future research directions.

Papers will <u>not</u> be accepted over e-mail. Research papers should be **no more than 10 pages** of text (excluding abstract, title page, figures, and references), in 12-point font, double-spaced, with margins of at least one inch. The paper should be in APA format, 7th edition. You will be marked on your ability to think critically, write clearly, and follow APA formatting standards. A pdf of the paper is due **April 2nd by 11:59 pm via the Plagiarism Detection Tool on QUERCUS** and the late penalty is 5% per day. The paper should be in .pdf format. Note that you will also be asked to submit (separately) the Academic Integrity Checklist Form.

4. Real-World Response (20%): For your real-world response, you will apply theories and research to understanding a real-life event/phenomenon related to aging and social cognition. You will do this by creating a real-world response intended for a non-academic audience. Detailed instructions for the real-world response will be posted on Quercus, however, below is an important overview of this final assignment.

To begin, you will select one incident or event or series of incidents/events regarding aging & provide a news article that discusses these events. You will then consider relevant theories to explain this phenomenon. This will involve using theories learned in class and conducting your own research (minimum 5 sources not including studies learned in class that need to be from 2020-present). Finally, you will prepare a "real-world response" for a specific, non-expert audience that might benefit from your analysis. This could take the form of a website, online petition, brochure, blog, and so on. Your work must be original and cannot be a copy of something that already exists. Accessible language and at least one visual aid is expected. You will present your real-world response at the Interventions Fair which will be held on two different days during regular lecture hours. Note that the Interventions Fair will be held in SS 560A. You will only attend

one of the Interventions Fair days. On the day that you attend, you will present your real-world response as well as attend others' presentations at the Fair. Details for the Interventions Fair will be posted on Quercus.

COURSE SCHEDULE

Week	DATE	TOPIC	
1	Jan 6	Course Overview+ Lecture 1: Introduction & Background	How to read a Psychology journal article: http://psychology.about.com/od/psychologystudytips/p/read_articles.htm Take the AGE IAT: Go to https://implicit.harvard.edu/implicit/demo/
2	Jan 13	Lecture 2: Person Perception	Petsko & Bodenhausen (2019) Fiske et al. (1999)
3	Jan 20	Lecture 3: Age Stereotypes & Ageism Guest lecturer: Hannah Gans **Thought Ticket #1**	Allen et al. (2022) Swift & Chasteen (2021)
4	Jan 27	Lecture 4: Internalized Ageism **Thought Ticket #2**	Levy (2009) Cadieux, Chasteen, & Packer (2019)
5	Feb 3	**TERM TEST 1**	**Covers Lectures 1-4 + Readings**
6	Feb 10	Lecture 5: The Self I Guest lecturer: Amy Gourley	Kaspar et al (2023) Debreczeni & Bailey (2021)
	Feb 17	**READING WEEK – NO CLASS**	
7	Feb 24	Lecture 6 The Self II **Thought Ticket #3**	Lapp & Spaniol (2016) Allen et al (2024)
8	Mar 3	Lecture 7 Motivation, Emotion, & Well-being I	Zsoldos & Hot (2024) Grünjes et al (2024)

		Thought Ticket #4	
9	Mar 10	Lecture 8 Motivation, Emotion, & Well-being II **Thought Ticket #5**	Growney & English (2023) Hamm et al (2024)
10	Mar 17	Interventions Fair	Sidney Smith 560A (Ground floor)
11	Mar 24	Interventions Fair	Sidney Smith 560A (Ground floor)
12	Mar 31	**TERM TEST 2**	**Covers Lectures 5-8 + Readings**
	Apr 2	**PROPOSALS DUE by 11:59 pm**	Submit pdf via plagiarism tool on Quercus. Also submit Academic Integrity Checklist.

Note: The drop-date this term is March 10th.

Course Information and Policies:

Course Website - Quercus portal: This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course.

Late assignments: The late penalty for the research proposal assignment is 5% per business day (i.e., Monday – Friday).

Missed Term Test Policy: If one of the two term tests is missed and a prorating option is granted, then the remaining term test is worth 40%. This prorating option will NOT be granted unless the instructor receives appropriate documentation, such as the Verification of Student Illness or Injury Form or a letter from your College Registrar's Office or Accessibility Services Advisor <u>within one week</u> of the missed test. Note that the medical documentation must show that the physician was consulted **within one day** of the missed term test.

Grade Disputes: You must wait for at least **48** hours following the return of an assignment/assessment before bringing a grade concern to the TA; use this time to reflect upon

your performance and grade. Additionally, grade concerns must be brought to the TA's attention within 14 days of the return of the assignment/assessment. Please write a short paragraph detailing your grade concern, including a copy, photo, or scan of the original assignment, if relevant, and email it to the TA. Only reasonable and well-justified concerns will be considered, and all decisions are final. Note that in agreeing to resubmit your work for remarking, you are agreeing to a re-evaluation of the entirety of your work; your grade may go up, go down, or stay the same.

Academic Integrity: All students, faculty, and staff are expected to follow the university's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, citing and using source materials appropriately, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism, representing someone else's words as your own, or submitting work that you have previously submitted for marks in another class or program is a serious offense that can result in sanctions. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters (https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at http://www.writing.utoronto.ca. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see A&S Student Academic Integrity (https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the University of Toronto Website on Academic Integrity (https://www.academicintegrity.utoronto.ca).

Plagiarism Detection Tool: Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Generative AI: The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited. Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. As well, students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Copyright and Use of Course Materials: Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of the instructor. These materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

Technology in the Classroom: Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking (texting or going online) during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for entertainment during class. Do not display any material on a laptop which may be distracting or offensive to your fellow students. Laptops may be used only for legitimate classroom purposes, such as taking notes, downloading course information from Quercus, or working on an assigned in-class exercise. Checking social media, email, texting, games, and other online activities are not legitimate classroom purposes. Such inappropriate laptop and mobile phone use is distracting to those seated around you.

A Note on Privacy: Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires presentations of one's work to the group. For more information, please refer to http://www.utoronto.ca/privacy.

Resources for Students:

Accessibility Needs: Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting https://studentlife.utoronto.ca/department/accessibility-services/. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Specific Medical Circumstances: See the missed term test policy above for that particular assignment. However, for the course in general (besides the term tests), if you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see

http://www.illnessverification.utoronto.ca. For information on Absence Declaration Tool for A&S students, please see https://www.artsci.utoronto.ca/absence. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons: There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Mental Health and Well-being : Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (https://studentlife.utoronto.ca/department/health-wellness/) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit **https://uoft.me/mentalhealthcare** to learn about the services available to you.
You can also visit your College Registrar to learn about the resources and supports available: https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices
If you're in distress, you can access immediate support: https://uoft.me/feelingdistressed

Religious Accommodations: As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Equity, Diversity, and Inclusion: The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Writing Centre: As a student here at the University of Toronto, you are expected to write well. The University provides its students with a number of resources to help you achieve this.
https://writing.utoronto.ca/

English Language Resources: https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning
Academic Success Services: https://studentlife.utoronto.ca/department/centre-for-learning-strategy-support/
Student Life Programs and Services: http://www.studentlife.utoronto.ca/
Health & Wellness Centre: https://studentlife.utoronto.ca/department/health-wellness/

Departmental Guidance for Undergraduate Students in Psychology
The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a helpful guide to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Course Readings

Lecture 1
How to read a Psychology journal article:
http://psychology.about.com/od/psychologystudytips/p/read_articles.htm

Take the AGE IAT: Go to https://implicit.harvard.edu/implicit/demo/

Lecture 2
Petsko, C.D., & Bodenhausen, G.V. (2019). Multifarious person perception: How social perceivers manage the complexity of intersectional targets. *Social Personality Psychology Compass*, e12518. https://doi. org/10.1111/spc3.12518

Fiske, S. T., Lin, M., & Neuberg, S. L. (1999). The continuum model: Ten years later.
In Chaiken, Shelly (Ed); Trope, Yaacov (Ed). (1999). *Dual-process theories in social psychology , (pp. 231-254).* New York, NY, US: Guilford Press.   (Will be posted on Quercus)

Lecture 3
Allen, J. O., Solway, E., Kirch, M., Singer, D., Kullgren, J. T., Moise, V., & Malani, P. N. (2022). Experiences of everyday ageism and the health of older US adults. *JAMA Network Open, 5(6)*:e2217240. doi:10.1001/jamanetworkopen.2022.17240

Swift, H. J., & Chasteen, A. L. (2021). Ageism in the time of COVID-19. *Group Processes & Intergroup Relations, 24(2)*, 246-252. DOI: 10.1177/1368430220983452

Lecture 4

Levy, B.R. (2009). Stereotype embodiment: A psychosocial approach to aging. *Current Directions in Psychological Science*, *18*(6), 332-336. https://doi.org/10.1111%2Fj.1467-8721.2009.01662.x

Cadieux, J., Chasteen, A. L., & Packer, D. J. (2019). Intergenerational contact predicts attitudes toward older adults through inclusion of the outgroup in the self. *The Journals of Gerontology, Series B: Psychological Sciences, 74*(4), 575–584. https://doi.org/10.1093/geronb/gbx176

Lecture 5

Kaspar, R., Schilling, O. K., Diehl, M., Gerstorf, D., Rupprecht, F. S., Sabatini, S., & Wahl, H. (2023). Differences in self-perceptions of aging across the adult lifespan: The sample case of awareness of age-related gains and losses. *Psychology and Aging, 38*(8), 824-836. doi:https://doi.org/10.1037/pag0000783

Debreczeni, F., & Bailey, P. E. (2021). A Systematic Review and Meta-Analysis of Subjective Age and the Association with Cognition, Subjective Well-Being, and Depression. *The Journals of Gerontology: Series B*, *76*(3), 471–482. https://doi.org/10.1093/geronb/gbaa069

Lecture 6

Allen, J. O., Moïse, V., Solway, E., Cheney, M. K., Larson, D. J., Malani, P. N., Singer, D., & Kullgren, J. T. (2024). How old do I look? Aging appearance and experiences of aging among U.S. adults ages 50–80. *Psychology and Aging, 39*(5), 551–564. https://doi.org/10.1037/pag0000800

Lapp, L.K., & Spaniol, J. (2016). Aging and Self-Discrepancy: Evidence for Adaptive Change Across the Life Span. *Experimental Aging Research, 42(2)*, 212-219. doi: 10.1080/0361073X.2016.1132900. PMID: 26890636.

Lecture 7

Zsoldos, I., Hot, P., Zacher, H., & Stine-Morrow, E. A. L. (2024). Limited Time Horizons Lead to the Positivity Effect in Attention, but Not to More Positive Emotions: An Investigation of the Socioemotional Selectivity Theory. *Psychology and Aging*, *39*(1), 46–58. https://doi.org/10.1037/pag0000781

Grünjes, C. E., Macdonald, B., & Hülür, G. (2024). The role of social interaction modality for well-being in older adults. *Psychology and Aging, 39*(4), 364-377. doi:https://doi.org/10.1037/pag0000816

Lecture 8

Growney, C.M., & English, T. (2023). Age and Cognitive Ability Predict Emotion Regulation Strategy Use. *The Journals of Gerontology: Series B*, *78 (6),* 987–997. https://doi.org/10.1093/geronb/gbad021

Hamm, J. M., Lachman, M. E., Duggan, K. A., Mogle, J. A., McGrath, R., Parker, K., & Klepacz, L. M. (2024). When and how perceived control buffers against cognitive declines: A moderated mediation analysis. *Psychology and Aging,*
 doi:https://doi.org/10.1037/pag0000841