

## HDE 112: Social Relationships Across the Lifespan

Winter 2024

---

**Class Meets:** Mondays & Wednesdays 12:10pm-2:00pm, in Scrub Oak Auditorium 160

**Professor** Meng Huo, PhD

**Email:** [mmhuo@ucdavis.edu](mailto:mmhuo@ucdavis.edu)

**Office:** 1361 Hart Hall

**Office hours:** Wednesdays 2-4pm

**TA:** Joe Venticinque

**Email:** [jventicinque@ucdavis.edu](mailto:jventicinque@ucdavis.edu)

**Office hours:** by [Zoom](#), Mondays 9:30-11:30am

### Course Description and Objectives:

This course explores the spectrum of relationships that comprise individuals' social world across the life span from infancy to late adulthood. Examples of relationships include family relationships (e.g., parent-child, grandparent-grandchild, older sibling-younger sibling), romantic relationships, friendships, and their relationships with members from the broader social network (e.g., work and family, eldercare, etc.). Major life transitions, such as the transition to adulthood, parenthood, and retirement, will be covered. We will review major theoretical perspectives and current research to examine interpersonal dynamics, and reciprocal associations between social relationships, individual development and health.

The purpose of this course is three-fold: (1) to familiarize students with research and major theories of relationships across the life span; (2) to understand how major life transitions influence individuals' relationships and well-being; and (3) to enhance critical thinking skills through discussion and completion of assignments.

### Course Structure and Expectations:

Class will meet in person. You are advised to have the required readings (available on Canvas) done before each class. No textbook is needed.

Although lectures will be organized around topics covered in the readings, the material discussed in lecture will differ, sometimes a great deal, from the readings. It will not help to repeat material you should have known from the assigned readings (although I will highlight important themes and theories). The science of relationships is a fast-developing area of research and there are always new findings and perspectives.

I do not take "formal attendance" but I strongly encourage you to come to class. Please note that you are responsible for the material of each lecture (which will differ from the assigned readings as explained above), whether or not you come to class.

Scrub Oak 160 is NOT equipped with Lecture Capture so NO lecture recordings will be provided.

We will use iClicker for in class practice questions (not for attendance). Please make sure to follow the [instructions](#) to install an iClicker student app, create an account, and add this class (join code: **AMSF**). Or you can go to [join.iClicker.com](http://join.iClicker.com) to join class using the same code. These questions will not be graded.

### Course Exams and Assignments:

#### ***Guest Lecture Discussions (18 points; due by the Sunday after each guest lecture)***

There are three in-person guest lectures that will be delivered by experts in the field. Please see the Lecture and Reading List for a detailed schedule (currently listed readings may be changed). You will need to submit responses to questions posted on Canvas to reflect your thoughts about what you have learned in the guest lectures. Each discussion includes two questions and is worth 6 points.

### **Exams (40 points; Exam 1 on 2/15/2023, Exam 2 on 3/15/2023)**

There are two in-person closed-book/notes exams, both of which will draw from the assigned readings/videos and the lectures. Exams are not cumulative, and each includes 40 questions (20 points per exam). The emphasis of this course will be on ideas, theories, and research more than on names, dates, and statistics. You can expect some questions about definitions, research designs, theories, and results, but most of the questions will ask you to apply the materials of this course to some real-world situation. At least one practice question will be discussed at the end of each lecture, and a study guide will be available for each exam. I will put together a Canvas page and update the study guide on a weekly basis.

Each exam is limited to 80 minutes. Please complete your exams independently.

**Remember to bring scantrons and pencils!**

No make-up exams will be allowed (please plan your schedules ahead of time) unless documentation of sudden illness, death in the family, or other suitably traumatic event is provided. If you must miss an exam for one of these reasons, documentation is required at least 24-hours before the day of the exam. If you require academic accommodations, please submit your Letter of Accommodation to the SDC portal as soon as possible, ideally within the first two weeks of this course.

### **Writing Assignment: The Up Series**

**(42 points; character choice due on 1/21, weekly notes due by Sundays, and paper due on 3/10)**

The aim of this assignment is to show you real-life cases of human development, and help you understand how social relationships influence individual development and vice versa across the lifespan. You will need to watch at least 7 documentary films from the “Up” series, which has followed 14 British children since 1964 ([https://en.wikipedia.org/wiki/Up\\_\(film\\_series\)](https://en.wikipedia.org/wiki/Up_(film_series))). The first film was shot when these children were 7 years old, and the director revisited them every 7 years. You are not required to watch the full documentary films for this class (although you are more than welcome to), but you should pick ONE character whose life really interests you and write your paper based on their experience.

You need to watch the episode “56 Up” on [Kanopy](#) (free to all UC Davis students) within the first two weeks and select a character who has appeared in at least 7 episodes ([https://en.wikipedia.org/wiki/Up\\_\(film\\_series\)](https://en.wikipedia.org/wiki/Up_(film_series))).

Once you decide, you cannot change your character. Please indicate your character of choice (**1pt**) and submit your notes about the character in the 56 Up episode (**2pts**) on Canvas by 1/21/2024. In the following weeks (Week 3 to Week 8), you are required to submit notes about your character in each of the remaining 6 episodes you watch (**2pts/week**). These notes will be helpful as you write up the final paper.

Again, you are more than welcome to watch the full episodes, but you don’t have to. One option to watch the series is via Britbox for \$8.99 per month ([https://www.britbox.com/us/show/The\\_Up\\_Series\\_FS\\_p04vcw7j](https://www.britbox.com/us/show/The_Up_Series_FS_p04vcw7j)).

You are expected to write a single-spaced paper no longer than 2 pages in Times New Roman 12 font size (1-inch margin). There should be three sections in the paper, organized with the headings: **Character Life Story**, **Relationships Over Time**, and **Relationships and Other Aspects of Life**. The paper should be written in sentences/paragraphs but not in bullet points. Please note that this assignment is a *thought paper*. You are required to discuss about your character’s experience in the context of research. If your target character has expressed different opinions in relationships (parent-child or marital ties), you may find an article on the continuity and discontinuity in perceptions of relationships over time. For the whole paper, at least 3 peer-reviewed journal articles (published after 2000, unless well-justified) should be cited following the 7<sup>th</sup> edition APA style ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)). Note that peer-reviewed journals articles mean that they should NOT be chapters, encyclopedia entries, or course notes. Please include a separate page for the references (this page will not be counted in your 2-page allotment).

Please see below for detailed content and rubric that will be used in grading. TA will hold a review session (Time TBD) to go over the rubric and answer your questions with regard to grading. You may bring paragraphs to the TA to get feedback during office hours, but please do not send your drafts via email for feedback. TA will not read your full drafts prior to a final submission. Once your paper is graded, it CANNOT be rewritten. Please plan ahead and get feedback on your draft in advance.

<b>Sections</b>	<b>Content</b>	<b>Grading</b>	<b>Notes</b>
<b>Character Life Story (7pts)</b>	<ul style="list-style-type: none"> <li>- Provide a brief introduction of the character (background information about the character)</li> <li>- Summarize the character's life story/transitions (e.g., went to college, got a job, went to jail, became homeless) across at least 7 episodes</li> </ul>	<ul style="list-style-type: none"> <li>- 7 episodes (7pts)</li> </ul>	<ul style="list-style-type: none"> <li>- Indicate specific episodes <u>in parentheses</u> (7pts for 7 episodes marked correctly in 7 parentheses)</li> <li>- <i>For example, Suzy quit school at age 16 (21 Up).</i></li> </ul>
<b>Relationships Across Time (7pts)</b>	<ul style="list-style-type: none"> <li>- Describe one relationship (e.g., parent-child relationship, friendship, intimate relationship) in the character's life and changes in the relationship (or no change)</li> <li>- For example, with regard to change: <i>Suzy originally expressed a negative attitude about getting married, but she was happily married soon after.</i></li> <li>- How do you understand the changes (or no change)? What factors may have caused the changes?</li> </ul>	<ul style="list-style-type: none"> <li>- Description: relationship (1pt), change or no changes (1pt)</li> <li>- Discussion: theory (2pts), how to understand change or no change in the relationship (3pts)</li> </ul>	<ul style="list-style-type: none"> <li>- Make sure you take a life course perspective to understand continuity/discontinuity in relationships</li> </ul>
<b>Relationships and Other Aspects of Life (7pts)</b>	<ul style="list-style-type: none"> <li>- Offer one specific example regarding how relationships influence other aspects of the character's life (e.g., job, life transitions, health, attitude about life)</li> <li>- How do you understand this example?</li> </ul>	<ul style="list-style-type: none"> <li>- Description: example (2pt)</li> <li>- Discussion: theory (2pts), how to understand the influence (3pts)</li> </ul>	<ul style="list-style-type: none"> <li>- For example: <i>Neil was homeless for quite a while, but Bruce offered him a place to live and provided him much support that changed Neil's life.</i> This is just an example and you should specify what happened in your own words)</li> <li>- Cite another theory/model (e.g., social integration theory, SAVI model) to discuss your example</li> </ul>
<b>Citations (3pts)</b>	<ul style="list-style-type: none"> <li>- Need at least 3 citations</li> </ul>	<ul style="list-style-type: none"> <li>- Each citation: 1pt</li> </ul>	
<b>APA style (3pts)</b>	<ul style="list-style-type: none"> <li>- In text citations</li> <li>- Reference list</li> </ul>	<ul style="list-style-type: none"> <li>- Each type of error: -0.5pts</li> </ul>	

## Grades and Assignments:

Assignments	Points
Guest Lecture Discussions	18 points
Exams	40 points
Writing assignment	42 points
<b>Total</b>	<b>100 points</b>

Grade	Cutoff
A+	97%
A	93%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D	60%
F	<60%

**We do not accept any late work.**

**NO CURVE.**

**NO PLAGIARISM** (<https://ossja.ucdavis.edu/avoiding-plagiarism-mastering-art-scholarship>). I have ZERO tolerance for plagiarism. Your assignments will receive an automatic check from Turnitin and a similarity rate will be shown to you upon submission (you may choose to resubmit your assignments before the deadline). I understand there will be inevitable overlaps due to specific terms or sentence structures, but a similarity rate higher than 20% is not acceptable. All assignments with a similarity rate of 20%+ will be double checked by the TA. If there are sentences (meaning two or more) in your assignment that are identified as exactly the same with others' work, your assignment will receive a zero score and we will report you to the Judicial Affairs (<https://ossja.ucdavis.edu/>).

Please **DO NOT** share your assignments with others, and do not copy from the films, articles or elsewhere word for word. Paraphrase sentences, and/or use direct quotes when you really have to (direct quotes should be avoided as much as you can). Even if you paraphrase sentences, make sure to always cite/include in-text citations when needed.

Unauthorized collaboration:

<https://ossja.ucdavis.edu/collaboration-when-you-can-and-when-you-cant-work-others>

## Resources for Students:

Please note that your professor and TA are required to report certain information related to students' health and safety (e.g., if we learn of sexual violence or if we suspect a student or others may be at risk of harm). Please be aware that if you report anything personal that falls into one of these categories during any assignment or when meeting with us, we may have to report this information to the relevant reporting agency. If you are experiencing distress and would like to discuss this with a confidential resource, you can ask the professor or TA, and we can connect you with confidential resources.

Please see this link for a summary of resources (<https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>). In addition, please check out the campus resources below.

**Student Academic Success Center:** <http://lsc.ucdavis.edu>. Location: 2205 Dutton Hall. (530) 752-2013. They offer appointments and drop-in consultations on writing. Clear and correct writing is a requirement in this class, so please take advantage of the SASC resources if you need help with your basic writing skills.

**Student Disability Center (SDC):** <http://sdc.ucdavis.edu>. Location: 54 Cowell Building. (530) 752-3184.

Determine eligibility for academic accommodations; provide specialized academic support; request accommodations; notetaker services; mobility assistance. UC Davis is committed to educational equity in the academic setting, and in serving a diverse student body. I encourage all students who are interested in learning more about the Student Disability Center (SDC) to contact them directly at [sdc.ucdavis.edu](http://sdc.ucdavis.edu), [sdc@ucdavis.edu](mailto:sdc@ucdavis.edu) or 530-752-3184.

**Graduate Writing Consultations:** <http://writing.ucdavis.edu/programsservices/graduate-writing-consultations>. Location: 109 Voorhies. (530) 752-6283. One-on-one appointments.

**Counseling Services:** <https://shcs.ucdavis.edu/counseling-services>. Location: 219 North Hall. (530) 752-2349.

Mental health and psychological services, including individual counseling, group services, community advising network, career counseling, community referrals, eating disorder services. Individual Counseling is confidential short-term therapy available to all registered UC Davis students at no charge. Counseling Services are by

appointment only. For immediate mental health crisis assistance: Call to schedule an appointment in Acute Care at the Student Health and Wellness Center 530-752-2349; After-hours assistance by phone 530-752-2349 (follow the prompts); Yolo County Suicide Prevention - available 24 hours every day: 530-756-5000.

Student Health and Wellness Center: <https://shcs.ucdavis.edu/medical-services>. Location: 930 Orchard Road. (530) 752-2349. Medical services, including mental health acute care services on the 1st floor during normal hours of operation. Aggie Mental Health: <https://mentalhealth.ucdavis.edu>

Center for Advocacy, Resources & Education (CARE): <http://care.ucdavis.edu/>. Call/email CARE for campus location. (530) 752-3299. [ucdcare@ucdavis.edu](mailto:ucdcare@ucdavis.edu). On-campus, confidential resource for anyone who has experienced or is concerned for someone who has experienced any form of sexual violence, including sexual assault, sexual harassment, domestic/dating violence, and stalking. Provides 24/7 emergency response, crisis intervention, and support.

AB540 and Undocumented Student Center: <http://undocumented.ucdavis.edu/>. Location: 1003 Student Community Center. (530) 752-9538. Undocumented student and financial support; grants; legal advice; emotional and academic support; and community outreach.

International & Academic English Program: <http://esl.ucdavis.edu>. Location: 1350 The Grove (Surge III). (530) 752-6799. Provides language courses and summer intensive programs, coordinating with academic advising, etc.

Services for International Students and Scholars (SISS): <https://siss.ucdavis.edu/>. Location: University House. (530) 752-0864. Assists international students and scholars in maintaining their legal status while in the United States. SISS also provides orientation, assistance, information, and referral regarding financial, personal, cultural, and academic concerns.

The Mind Spa: Located on the 2nd floor of the Student Health and Wellness Center in the CAPS Clinic: <https://shcs.ucdavis.edu/services/mindspa.html>. The Mind Spa offers the use of massaging recliners, biofeedback, insomnia programs, yoga classes, and mindful relaxation resources, free of charge. It also offers student advocacy services that are provided by trained listeners who have the skills to help students to process and understand their thoughts and feelings.

## Lecture and Reading List

Week	Date	Lecture #. Topic	Readings
1	Jan 8	Lecture 1. Course introduction	Waldinger, R. <a href="#">What makes a good life? Lessons from the longest study on happiness.</a> TED talk.
	Jan 10	Lecture 2. Why study social relationships across the lifespan	Crosnoe, R., & Elder, J. (2015). Life course: Sociological aspects. <i>International Encyclopedia of Social &amp; Behavioral Sciences</i> , 14, 80–84.
2	Jan 15	<b>Martin Luther King Jr. Day [NO CLASS]</b>	
	Jan 17	Lecture 3. The birth of social intelligence	Henderson, A., Gerson, S., & Woodward, A. (2008). The birth of social intelligence. <i>Zero to Three</i> , 28, 13–20.
	Jan 21	[watch 56 Up on Kanopy for free and pick a character]	
3	Jan 22	Lecture 4. Attachment	Fraley, R. C. (2019). Attachment through the life course. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i> . Champaign, IL: DEF publishers. Retrieved from <a href="http://noba.to/s3kj9ufv">http://noba.to/s3kj9ufv</a>
	Jan 24	Lecture 5. Adverse childhood experience: Abuse and neglect <i>Daniel Choe, PhD</i>	Nelson, C. A., Scott, R. D., Bhutta, Z. A., Harris, N. B., Danese, A., & Samara, M. (2020). Adversity in childhood is linked to mental and physical health throughout life. <i>BMJ</i> , 371. <a href="https://doi.org/10.1136/bmj.m3048">https://doi.org/10.1136/bmj.m3048</a>
	Jan 28	[watch Up episode #2 and submit notes]	
4	Jan 29	Lecture 6. Grandparents	Huo, M., & Fingerman, K. L. (2018). Grandparents. In M. Bornstein, M. Arterberry, K. L. Fingerman, & J. Lansford (Eds.), <i>Encyclopedia of Lifespan Development</i> . Thousand Oaks, CA: Sage. <a href="http://dx.doi.org/10.4135/9781506307633.n369">http://dx.doi.org/10.4135/9781506307633.n369</a>
	Jan 31	Lecture 7. Peer relationships/friendships <i>Marika Sigal</i>	The changing face of school integration ( <a href="https://www.washingtonpost.com/education/2019/09/12/more-students-are-going-school-with-children-different-races-schools-big-cities-remain-deeply-segregated/?arc404=true">https://www.washingtonpost.com/education/2019/09/12/more-students-are-going-school-with-children-different-races-schools-big-cities-remain-deeply-segregated/?arc404=true</a> ) Vang, T. M., & Nishina, A. (2022). Fostering school belonging and students' well-being through a positive school interethnic climate in diverse high schools. <i>Journal of School Health</i> , 92(4), 387–395. <a href="https://doi.org/10.1111/josh.13141">https://doi.org/10.1111/josh.13141</a>
	Feb 4	[watch Up episode #3 and submit notes]	
5	Feb 5	Lecture 8. Intimate relationships I	Chapter 7. Romantic Attraction. In T. N. Bradbury & B. R. Karney (Eds.), <i>Intimate relationships</i> (pp. 225 –258). Available in the Reading List tab on Canvas
	Feb 7	Lecture 9. Intimate relationships II	Chapter 8. Communication. In T. N. Bradbury & B. R. Karney (Eds.), <i>Intimate relationships</i> (pp. 259 –284). Available in the Reading List tab on Canvas.
	Feb 11	[watch Up episode #4 and submit notes]	
6	Feb 12	[Exam 1 in person – 80 minutes]	
	Feb 14	Lecture 10. Marital conflict and parenting <i>Leah Hibel, PhD</i>	Hibel, L. C., Buhler-Wassmann, A. C., Trumbell, J. M., & Liu, S. (2019). Marital conflict sensitizes mothers to infant irritability: A randomized controlled experiment. <i>Infant and Child Development</i> , 28(3), e2127. <a href="https://doi.org/10.1002/icd.2127">https://doi.org/10.1002/icd.2127</a>
	Feb 18	[watch Up episode #5 and submit notes]	
7	Feb 19	<b>Presidents' Day [NO CLASS]</b>	

	Feb 21	Lecture 11. Socioemotional development in adulthood	Luong, G., Charles, S. T., & Fingerman, K. L. (2011). Better with age: Social relationships across adulthood. <i>Journal of Social and Personal Relationships</i> , 28(1), 9–23. <a href="https://doi.org/10.1177/0265407510391362">https://doi.org/10.1177/0265407510391362</a> Siliezar. 2020. Aging chimps show social selectivity.
	Feb 25	[watch Up episode #6 and submit notes]	
<b>8</b>	Feb 26	Lecture 12. Parent-child ties in adulthood I	Fingerman, K. L., Sechrist, J., & Birditt, K. S. (2013). Changing views on intergenerational ties. <i>Gerontology</i> , 59, 64–70. <a href="http://doi.org/10.1159/000342211">http://doi.org/10.1159/000342211</a>
	Feb 28	Lecture 13. Parent-child ties in adulthood II	Jill Suitor, J., Gilligan, M., & Pillemer, K. (2013). Continuity and change in mothers' favoritism toward offspring in adulthood. <i>Journal of Marriage and Family</i> , 75(5), 1229–1247. <a href="https://doi.org/10.1111/jomf.12067">https://doi.org/10.1111/jomf.12067</a>
	Mar 3	[watch Up episode #7 and submit notes]	
<b>9</b>	Mar 4	Lecture 14. Marriage and cohabitation in later life	Brown, S. L., & Wright, M. R. (2017). Marriage, cohabitation, and divorce in later life. <i>Innovation in Aging</i> , 1. <a href="https://doi.org/10.1093/geroni/igx015">https://doi.org/10.1093/geroni/igx015</a>
	Mar 6	Lecture 15. Late life caregiving	Zarit, S. H., & Whitlatch, C. J. (2022). Caregiving: stressors, challenges, and treatment.
	Mar 10	[Writing Assignment DUE] NO LATE WORK WILL BE ACCEPTED	
<b>10</b>	Mar 11	Lecture 16. Widowhood and grief	Carr, D. & Jeffreys, J. S. (2011). Spousal bereavement in later life. In R. A. Neimeyer, H Winneker, D. Harris, & G. Thornton (Eds.), <i>Grief and bereavement in contemporary society: Bridging research and practice</i> (pp. 81–85). New York: Routledge.
	Mar 13	[Exam 2 in person – 80 minutes]	