

**PSY 420H1S LEC5101 SEMINAR IN SOCIAL PSYCHOLOGY:
STEREOTYPING, PREJUDICE, AND STIGMA**

University of Toronto

Winter 2024

Instructor: Professor Alison Chasteen
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Hours: By appointment

Meeting Time and Location: Tuesdays 5:00-7:00 P.M., SS2101, 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 PSY420 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: This course will examine contemporary issues in stereotyping, prejudice, and stigma, both from the perceiver's and the target's perspective. The focus will be on understanding current trends in the field by focusing on what has been recently published over the past few years. Connections with classic issues and research will be made through weekly presentations and discussions led by discussion facilitators.

Course Goals:

- ◆ Gain in-depth knowledge of current research in the field of stereotyping, prejudice, and stigma
- ◆ 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 academic posters, oral presentations, thought papers, and research proposals

Assessment: There are five types of assessment for this course – please see below.

Date	Assessment
January - April (sign up)	3 Thought papers. At least one must be completed prior to March 5th and at least one including or after March 5th.
January – April (sign up)	Presentation & Discussion Facilitator
January – April (all term)	Participation in Q&A for presentations, class discussion of readings
February 27 th	Poster & Script due by 5 pm via Quercus
March 12 th	Topic for research proposal due by 5 pm. Send no more than a one paragraph email to the instructor.
April 5 th	Research proposal due by 5pm – submit pdf via Quercus

- 1. Thought Papers – 15%.** Over the course of the term, you will submit 3 (three) 1-to-2 page papers. Papers must be submitted by the beginning of class via Quercus. The papers should be double-spaced, with 12-point font and one-inch margins, and should indicate what # paper you are submitting (e.g., Thought Paper #2) as well as your name and student #. In each paper, you will raise a question, discuss a critical issue, or present an idea for future research based on the readings assigned for that week. It is ok to use some of the Discussion Questions from the facilitators as a basis for your thought papers. Thought papers must not be summaries of the readings. **You must sign up for at least 1 date prior to March 5th and for at least 1 date including and after March 5th.** You are responsible for keeping track of the dates on which your thought papers are due. Thought papers are due on Quercus by the start of class on the due date.
- 2. Presentation & Discussion Facilitator– 30%.** Each student will be involved in presenting an analysis of research on one of the topic areas to be discussed in class. The focus of that analysis should be on work published prior to 2021 and should make connections to classic issues, theories, and papers in the area of stereotyping, prejudice, and discrimination. Thus, the discussion facilitator’s presentation will provide a sense of the evolution of the current research that is being discussed in class. **Presenters are required to meet with me either the Thursday or Friday prior to your talk to discuss your presentation.**

The number of presentations and type of presentations (individual vs. team; length) will depend on class size and composition (i.e., number of students). In general, presentations should not simply summarize sets of related findings, but rather, should provide an interesting, creative, integrative overview of work in the topic area. Presentations should not focus on readings assigned for the week. Presenters will also be responsible for leading the discussion for the remainder of the class. To assist the rest of the class in their preparations, presenters should post a set of 8-10 discussion questions to the entire class

on the **Friday** before they present. This will be done via the Quercus system. You are responsible for keeping track of the date on which your presentation is due.

3. **Participation – 10%.** This course will follow a seminar format. As such, it is crucial that students attend class, read the assigned articles and participate in the weekly discussions in order to receive full participation marks. Every student should participate in every class, such as through posing questions about that week's presentations, sharing thoughts about the readings, or responding to the discussion questions provided by that week's facilitators. Importantly, there should be respectful engagement with the class from everyone, as we want this to be a safe space to express ideas. Attendance will be taken each week.
4. **Poster and Script – 15%.** Everyone will create a conference-style poster and a script for presenting the poster. Details will be provided in class and it is **due February 27th**.
5. **Research Proposal – 30%.** All students will write a research proposal-style paper in which they develop an idea for a novel study on a topic related to stereotyping, prejudice, and stigma. You can write the proposal on any topic related to the focus of the course, and that can include a topic you covered for your presentation or for a thought paper. 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 not be accepted over e-mail. Research papers should be no more than 10-12 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. The paper is due **April 5th by 5 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. You must have your topic approved by me by **March 12th**.

Course Information:

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

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. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Grade Disputes: You must wait for at least **48** hours following the return of an assignment/assessment before bringing a grade concern to me; use this time to reflect upon your performance and grade. Additionally, grade concerns must be brought to my 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 me. 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 \(https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019\)](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 \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](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: Materials provided to you by your instructor (including the syllabus, slides, writing tips, any lecture recordings, journal articles, etc.) are for the use of you and your classmates only. They are not to be posted in any public access forum or otherwise distributed without explicit permission from your instructor. Non-compliance with these terms violates an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement 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://www.studentlife.utoronto.ca/as/new-registration>. 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: 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, please contact me. It is also a very good idea to speak with an advisor in your College Registrar's office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with your situation.

Mental Health and Well-being : As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then—it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

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.

<http://www.writing.utoronto.ca/>

English Language Resources: <http://www.artsci.utoronto.ca/current/advising/ell>

Academic Success Services: <http://www.asc.utoronto.ca>

Student Life Programs and Services: <http://www.studentlife.utoronto.ca/>

Health & Wellness Centre: <http://www.studentlife.utoronto.ca/hwc>

Course Schedule and Readings

** You are expected to find the articles yourself on the U of T Libraries site.

January 9 - Organizational Meeting, Critiquing Journal Articles, Preparing Presentations & Thought Papers

January 16 - Issues in Psychological Science

Funder, D. C., Levine, J. M., Mackie, D. M., Morf, C. C., Vazire, S., & West, S. G. (2014). Improving the dependability of research in personality and social psychology recommendations for research and educational practice. *Personality and Social Psychology Review*, 18(1), 3-12.

DOI: 10.1177/1088868313507536.

Fraley, R. C., Chong, J. Y., Baacke, K., Greco, A. J., Guan, H., & Vazire, S. (2022). Journal n-pact factors from 2011 to 2019: Evaluating the quality of social/personality journals with respect to sample size and statistical power. *Advances in Methods and Practices in Psychological Science*, 5(4), 1-17. DOI: 10.1177/25152459221120217

Ledgerwood, A., et al (2022). The pandemic as a portal: Reimagining psychological science as truly open and inclusive. *Perspectives on Psychological Science*, 17(4), 937-950. DOI: 10.1177/17456916211036654

UNDERSTANDING THE PERCEIVER'S PERSPECTIVE

January 23 – The Complexity of Person Perception I: Categorization and Attitudes

Charlesworth, T. E. S., & Banaji, M. R. (2022). Patterns of implicit and explicit attitudes: IV. Change and stability from 2007 to 2020. *Psychological Science*, *33*(9), 1347-1371. DOI: 10.1177/09567976221084257

Fine, R. D., Kteily, N. S., Chen, J. M., Roberts, S. O., & Ho, A. K. (2023). United we stand? Perceived loyalty of dual nationals, multiracial people, and dual state residents. *Group Processes & Intergroup Relations*, *26*(5), 913-933. DOI: 10.1177/13684302221096322

Levy, A., Nguyen, C., Slepian, M. L., Gaither, S., Pauker, K., & Dovidio, J. F. (2023). Categorizing a face and facing a category: The constructive impacts of racial ambiguity and uncertainty in racial categorization. *Personality and Social Psychology Bulletin*, *49*(6), 910-924. DOI: 10.1177/01461672221084537

January 30 - The Complexity of Person Perception II: Intersecting Group Identities

Erentzen, C. A., Bergstrom, V. N. Z., Zeng, N., & Chasteen, A. L. (2023). The gendered nature of Muslim and Christian stereotypes in the United States. *Group Processes & Intergroup Relations*, *26*(8), 1726-1749. DOI: 10.1177/13684302221138036

Petsko, C. D., Rosette, A. S., & Bodenhausen, G. V. (2022). Through the looking glass: A lens-based account of intersectional stereotyping. *Journal of Personality and Social Psychology*, *123*(4), 763–787. <https://doi.org/10.1037/pspi0000382>

Axt, J. R., Atwood, S., Talhelm, T., & Hehman, E. (2023). Asian men and Black women hold weaker race-gender associations: Evidence from the United States and China. *Social Psychological and Personality Science*, *14*(6), 686-697. DOI: 10.1177/19485506221127493

February 6 - Interventions for Perceivers I: Confronting

Chaney, K. E., & Sanchez, D. T., Alt, N. P., & Shih, M. J. (2021). The breadth of confrontations as a prejudice reduction strategy. *Social Psychological and Personality Science*, *12*(3), 314-322. DOI: 10.1177/1948550620919318

Gans, H. M., Schiralli, J. E., Cadieux, J., Brunet, S., & Chasteen, A. L. (in press). The secret lies in the approach: Confronting anti-gay and anti-lesbian prejudice while minimizing individual costs. *Psychology of Sexual Orientation and Gender Diversity*. (*No DOI yet for this paper, so a post-print will be provided.)

Wallace, L. E., Craig, M. A., & Wegener, D. T. (2024) Biased, but expert: Trade-offs in how stigmatized versus non-stigmatized advocates are perceived and consequences for persuasion. *Journal of Experimental Social Psychology*. <https://doi.org/10.1016/j.jesp.2023.104519>

February 13 – Interventions for Perceivers II: Diversity of Strategies

Lai, C. K., & Lisnek, J. A. (2023). The impact of implicit-bias-oriented diversity training on police officers' beliefs, motivations, and actions. *Psychological Science, 34*(4), 424-434. DOI: 10.1177/09567976221150617

Lytle, A., Macdonald, J., Apriceno, M., Levy, S. (2021). Reducing ageism with brief videos about aging education, ageism, and intergenerational contact. *The Gerontologist, 61*(7), 1164-1168. doi:10.1093/geront/gnaa167

Na, J. J., Park, J. L., Lkhagva, T., Mikami, A. Y. (2022). The efficacy of interventions on cognitive, behavioral, and affective public stigma around mental illness: A systematic meta-analytic review. *Stigma and Health, 7*(2), 127-141. <https://doi.org/10.1037/sah0000372>

February 20 – READING WEEK: NO CLASS

February 27 – Intergroup Interactions

Carey, R. M., Stephens, N. M., Townsend, S. S. M., & Hamedani, M. G. (2022). Is diversity enough? Cross-race and cross-class interactions in college occur less often than expected, but benefit members of lower status groups when they occur. *Journal of Personality and Social Psychology, 123*(5), 889–908. <https://doi.org/10.1037/pspa0000302>

von Hippel, C., Pearson, S., Coulon, S., Adams, A. G., & Zacher, H. (2023). Interactions across the ages: How concerns about warmth and competence impact age-based stereotype threat in the workplace. *Psychology and Aging*. <https://dx.doi.org/10.1037/pag0000754>

Cipollina, R., Sanchez, D. T., Egert, A., Dominick, J. K., Albuja, A. F., & Maimon, M. R. (2022). Disclosure style and response engagement during disclosures of concealable stigmatized identities. *Social Psychological and Personality Science, 13*(2), 466-475. DOI: 10.1177/19485506211034390

UNDERSTANDING THE TARGET'S PERSPECTIVE

March 5 – Experiencing & Coping with Stigma I: Model Minorities

Kim, J. H. J., Lu, Q., & Stanton, A. L. (2021). Overcoming constraints of the model minority stereotype to advance Asian American health. *American Psychologist, 76*(4), 611-626. <http://dx.doi.org/10.1037/pag0000507>

Lou, N. M., Noels, K. A., Kurl, S., Zhang, Y. S. D., & Young-Leslie, H. (2023). COVID discrimination experience: Chinese Canadians' social identities moderate the effect of personal and group discrimination on well-being. *Cultural Diversity and Ethnic Minority Psychology, 29*(2), 132–144. <https://doi.org/10.1037/cdp0000519>

Lu, J. G. (2022). A social network perspective on the bamboo ceiling: Ethnic homophily explains why East Asians but not South Asians are underrepresented in leadership in multiethnic

environments. *Journal of Personality and Social Psychology*, 122(6), 959-982.
<http://dx.doi.org/10.1037/pspa0000292>

March 12 – Experiencing & Coping with Stigma II: Concealability, Interracial Dyads

RESEARCH PROPOSAL TOPIC DUE

Le Forestier, J. M., Page-Gould, E., & Chasteen, A. L. (in press). Identity concealment may discourage health-seeking behaviors: Evidence from sexual minority men during the 2022 global Mpox outbreak. *Psychological Science*. (*No DOI yet for this paper, so a post-print will be provided.)

Le Forestier, J.M., Page-Gould, E., & Chasteen, A. L. (2022). Concealment stigma: The social costs of concealing. *Journal of Experimental Social Psychology*, 101, 1-13. DOI: [10.1016/j.jesp.2022.104340](https://doi.org/10.1016/j.jesp.2022.104340)

Auelua-Toomey, S. L., & Roberts, S. O. (2023). Romantic racism: How racial preferences (and beliefs about racial preferences) reinforce hierarchy in US interracial relationships. *Cultural Diversity and Ethnic Minority Psychology*. <https://dx.doi.org/10.1037/cdp0000592>

March 19 – Experiencing & Coping with Stigma III: Stigma Transfer, Inter-Minority Bias

Chaney, K. E., Sanchez, D. T., & Remedios, J. D. (2021). Dual cues: Women of color anticipate both gender and racial bias in the face of a single identity cue. *Group Processes & Intergroup Relations*, 24(7), 1095-1113 DOI: 10.1177/1368430220942844

Ball, T. C., Molina, L. E., & Branscombe, N. R. (2023). Consequences of interminority ingroup rejection for group identification and well-being. *Cultural Diversity and Ethnic Minority Psychology*, 29(2), 184–192. <https://doi.org/10.1037/cdp0000380>

Pham, M. D., Chaney, K. E., & Sanchez, D. T. (2023). “I am (oppressed), therefore I see”: Multiple stigmatized identities predict belief in generalized prejudice and intraminority coalition. *Self and Identity*. DOI: 10.1080/15298868.2023.2216941

March 26 – Experiencing & Coping with Stigma IV: Gender

Barreto & Doyle (2023). Benevolent and hostile sexism in a shifting global context. *Nature Reviews Psychology*, 2, 98-111. <https://doi.org/10.1038/s44159-022-00136-x>

Hall, T. K., & Dhanani, L. Y. (2023). Cloaked in kindness: Bystander responses to witnessed benevolent and hostile sexism. *Sex Roles*. <https://doi.org/10.1007/s11199-023-01431-4>

Xiao, V. L., Lowery, B. S., & Stillwell, A. (2023). Gender backlash and the moderating role of shared racial group membership. *Personality and Social Psychology Bulletin*, 49(4), 554-570. DOI: 10.1177/01461672221074543

April 2 – Experiencing & Coping with Stigma V: Age

Chasteen, A. L., Horhota, M., & Crumley-Branyon, J. J. (2021). Overlooked and underestimated: Experiences of ageism in young, middle-aged, and older adults. *Journals of Gerontology: Psychological Sciences*, 76(7), 1323-1328. doi:10.1093/geronb/gbaa043

Francioli, S. P., Danbold, F., & North, M. S. (2023). Millennials versus Boomers: An asymmetric pattern of realistic and symbolic threats drives intergenerational tensions in the United States. *Personality and Social Psychology Bulletin*. DOI: 10.1177/01461672231164203

Mannheim, I., Wouters, E. J. M., Kottl, H., van Boekel, L. C., Brankaert, R., & van Zaalen, Y. (2023). Ageism in the discourse and practice of designing digital technology for older persons: A scoping review. *The Gerontologist*, 63(7), 1188-1200. <https://doi.org/10.1093/geront/gnac144>

****April 5th – PAPER DUE ON QUERCUS IN .PDF FORMAT BY 5 PM****