Course Description
This course is taught from the life span perspective which assumes that development is not completed with adolescence but continues throughout all of life. The topics covered will help you understand the major developmental issues of adulthood, from the age you are now through old age and to the end of life. We will also discuss some of the most pressing policy issues that affect older adults.

Course Objectives
1. to understand the life span perspective and major controversies in human development
2. to understand Erik Erikson’s model of psychosocial development, focusing on adulthood stages
3. to understand the major life events and life tasks in adulthood
4. to discuss selected social policy issues affecting older adults
5. to become familiar with empirical research

Learning Objectives
1. to analyze adult development from the life span perspective
2. to critically evaluate stage theory and other models and theories
3. to complete standardized instruments and to be able to critique them
4. to write an empirical research paper, including data collection and non-statistical analysis of findings, using APA style and the conventions of social science research reports
5. to be able to apply theory to real life

Readings and Required Materials


Articles supplementing the textbook are available at Quartet Copies.

Packet of psychological instruments, for purchase in SESP Student Affairs office, will be distributed in class.
Teaching Methods and Philosophy
The focus of this course is the application of theory to real life. Although I will give weekly lectures, my teaching methods include discussion and interactive exercises. We’ll have debates, conduct surveys, take personality and related inventories, have a panel presentation, go on a field trip, watch videos, and listen to specialists present guest lectures. In order for you to succeed, you must come to class and you must be prepared. I expect you to read what is assigned for every class and complete any instrument (questionnaire) handed out in advance of the class for which the readings and/or other homework are assigned. NOTE re readings from the text: I have only assigned the pages for the topics we will cover in class; however, you are always encouraged to read the entire chapter.

Evaluations and Grading
There are one quiz, two application papers and a final project (consisting of an interview and case study analysis) which serves as a cumulative final exam. Unexcused late papers will be graded down one half grade per day late. However, an unexcused absence on a day a paper is due will result in your paper being graded down one full grade. You may have ONE excused late paper, that is, you may turn in ONE of the two application papers (NOT THE FINAL EXAM) forty-eight hours after the due date and not be graded down. The only acceptable excuse for late papers or absence on the day a paper is due is illness. I reserve the right to ask for medical verification. As mentioned above, attendance and active participation are required and will make a difference in your final grade.

Quiz: 10%
There will be one quiz in class. It will consist of short answers and essay questions.

Application papers: 50%
There are two application papers (50% for both papers; grading will be weighted 20% or 30% with greater weight going to the higher grade.) The application papers (6-8 pages; MAXIMUM 8 pages) will incorporate empirical research. You will relate interviews and/or other data you have collected (e.g., from surveys, other instruments, archival data) to established research findings or theory, either from the texts, articles, guest speakers, class discussion, and/or lecture. (Note: I prefer that you NOT include literature beyond what we’ve read for class, unless your topic is not on the list below and would require it.) Paper examples: for Emerging Adulthood/Young Adulthood: give a brief questionnaire on marriage to an engaged couple in their 20s and discuss their responses in relation to the Eriksonian concept of intimacy; for Midlife: interview several adults who still have children at home and who take care of their aging parents and relate to the literature on the “sandwich generation.” (Note: research subjects must be in the life stage being studied, i.e., emerging adults must be in that stage; midlife adults must be in midlife.) I will provide you with a format for the application papers. Application papers must be turned in at the beginning of class on the due date or they will be graded down, as noted above.
**Due dates and suggested topic areas:**

*Paper 1 due Monday, Oct. 29: Emerging Adulthood & Young Adulthood*
- Emerging adulthood
- Intimacy in young adulthood
- Committed relationships/marriage (straight or gay)
- Transition to parenthood
- Dual careers
- Stay-at-home dads

*Paper 2 due Wednesday, Nov. 14: Middle Adulthood*
- Generativity
- Divorce
- Widowhood
- Midlife parenting
- Empty nest
- Midlife career issues
- Sandwich generation
- Midlife transition (“crisis”)

**Class participation: 10%**
Attend class, ask cogent questions, engage in discussions. Participate in a meaningful way. This means you will have to do the reading for each class prior to that class. Participation in the debate on health care and aging, scheduled for Monday, December 3 will count toward your participation grade. Regular attendance, punctual arrival, and active participation in the course will result in the most successful outcomes. Attendance will be taken at each class. *If you expect to miss a class, please email me or the T.A. prior to your absence and explain the situation.*

**Participation assessment guidelines:**

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are substantive, provide major insights, and help direct the discussion. Student is eager to volunteer, interacts and negotiates with other students, always goes beyond what is expected, and is always well-prepared.

**Good Contributor:** Contributions reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Student is attentive, responsive, and goes beyond what is required, if not always successfully. Is almost always well-prepared.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation, but waits to be called upon.

**Non-Participant:** This person says little or nothing in class and contributes minimally. There is little effort to participate; the responses are generally incorrect and reflect little preparation.
Unsatisfactory Contributor: Contributions in class reflect inadequate preparation, erratic oral and written performance. Contributes nothing to the class as a whole.

Final project: 30%
You will tape record an interview and write a case study of an older adult (at least 70). Your subject may be a family member (grandparents are great), friend, or acquaintance. Since this paper is the equivalent of a comprehensive final, you should discuss the concepts that we have studied throughout the course. You will have to develop an interview protocol (double-spaced, font 12) to hand in by Wednesday, Nov. 7. The interview has to cover the questions you intend to ask (opening questions, follow-up questions, probes, etc.) I will provide you with some areas to consider as you develop your protocol. Your case study will be analyzed in a final paper (10-15 pages, double-spaced, font 12) due Wednesday, Dec. 12. More directions for this assignment will be handed out later in the quarter.

Academic Integrity Statement
Students in this course are expected to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be sent as email attachments as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: <http://www.northwestern.edu/uacc/>. If you need a copy of the brochure visit the SESP Student Affairs Office.

Students with Disabilities
Any student with a documented disability needing accommodations is requested to speak directly to the Office of Services for Students with Disabilities (SSD) (847-467-5530) and the instructor, as early as possible in the quarter (preferably within the first two weeks of class). All discussions will remain confidential.

OVERVIEW

Class 1
Wed., Sept. 26
Introductions & Expectations
Studying Adult Development
Life-Span Perspective

Class 2
Mon., Oct. 1
Controversies in Development
Research Design Overview
Ageism
• C & B-F, Chapt. 1: pp. 1-4; 10-14; 16-33
• Vaillant, Chapt. 1, “The Study of adult development”
• Vaillant, Chapt. 3, “The Past and how much it matters”
• Complete “Aging Quiz” at http://www.webster.edu/~woolflm/myth.html

Class 3  
Weds., Oct. 3  
**Personality**

• C & B-F, Chapt. 10, pp. 341-351; 363-365
• Vaillant, Chapt. 11, “Do people really change?”
• McAdams, “Can personality change?”
• Complete and score NEO and bring to class

Class 4  
Mon., Oct. 8  
**Erik Erikson’s Theory of Psychosocial Development**

• C & B-F, Chapt. 10, pp. 353-356
• Vaillant, Chapt. 2, “Ripeness is all”
• Erikson, “Major stages in psychosocial development”
• View “49 Up” streaming on BB course site; this will be on the quiz next week
• listen to interview about Erikson on NPR 9-1-99; link on BB
• Complete and score MPD and bring to class

**EMERGING ADULTHOOD & YOUNG ADULTHOOD**

Class 5  
Weds., Oct. 10  
**In-class quiz**

**Erikson: Identity and Emerging/Young Adulthood**

• Arnett, “From emerging adulthood to young adulthood”
• Osgood et al., “Six paths to adulthood”
• Robbins et al., “A Longitudinal study of personality change in young adulthood”

Class 6  
Mon., Oct. 15  
**Intimacy**

• Pals, “Identity consolidation in early adulthood”
• View “Garden State” streaming on BB course site

Class 7  
Weds., Oct. 17  
**Committed Relationships & Marriage; Family Life Cycle**

• C & B-F, Chapt. 11, pp. 383-388; 392-405
• Cherlin, “The Deinstitutionalization of American Marriage”
• Cherlin, “Marriage and Marital Dissolution Among Black Americans”
• Patterson, “Family relationships of lesbians and gay men”

Class 8  
Mon., Oct. 22  
**Transition to Parenthood**

• C & B-F, Chapt. 11, pp. 406-408
• C & B-F, Chapt. 12, pp. 449-454
• Kelmore-Ko et al., “Becoming a parent: The Relation between prenatal expectations and postnatal experience”

9/20/07  
5
• Condon et al., “The First-Time fathers study: A Prospective study of the mental health and wellbeing of men during the transition to parenthood”
• Altucher & Williams, “Family clocks: Timing parenthood”
• write at least three questions based on your readings to ask panelists

New parent panel

Class 9
Weds., Oct. 24
Transition to Parenthood – continued; Theories of Career Development
• C & B-F, Chapt. 12, pp. 427-434; 439-443
• Complete SDS and bring to class

MIDDLE ADULTHOOD

Class 10
Mon., Oct. 29
Health and Physical Changes
• C & B-F, Chaps. 2 & 3 (skim)
• Vaillant, Chapt. 7, “Healthy aging: A second pass”
• play the Longevity Game at http://www.nmfn.com/tn/learnctr--lifeevents--longevity OR complete Real Age quiz at http://www.realage.com/

Guest lecturer, Patrick W. Logan, M.D., Internal Medicine, Private Practice & Senior Lecturer, Evanston Hospital, Northwestern University Feinberg School of Medicine
• Application paper #1 due

Class 11
Weds., Oct. 31
Erikson: Generativity; Career Consolidation;
Keeper of the Meaning
• C & B-F, Chapt. 10, pp. 356-358
• McAdams & Logan, “What is generativity?”
• Hart et al., “Generativity and Social Involvement Among African American and White Adults”
• Vaillant, Chapt. 4, “Generativity: A key to successful aging”
• Vaillant, Chapt. 5, “Keeper of the meaning”
• Complete LGS & GBC, score & bring to class (be sure to read note about scoring on website)
http://www.sesp.northwestern.edu/foley/instruments/

Class 12
Mon., Nov. 5
Midlife Transitions: “Midlife Crisis”; “Sandwich Generation;”
Empty Nest; Divorce
• C & B-F, Chapt. 10, pp. 360-362
• C & B-F, Chapt. 11, pp. 401-403; 408-409; 415-420
- Putney & Bengsten, “Families, intergenerational relationships and kinkeeping in midlife”
- Wallerstein et al., “Conclusion” and Appendix
- Sakraida, “Divorce transition differences of midlife women”

**LATE ADULTHOOD**

**Class 13**
**Erikson: Old Age and Integrity;**
**Spirituality; Wisdom**
- Vaillant, Chapt. 6, “Integrity: Death be not proud”
- Vaillant, Chapt. 10, “Spirituality, religion and old age”
- C & B-F, Chapt. 10, pp. 371-374
- McFadden, “Religion, personality, and aging: A life span perspective”
- C & B-F, Chapt. 8, pp. 300-303
- Vaillant, Chapt. 9, “Does wisdom increase with age?”
- Jordan, “The Quest for wisdom in adulthood”
- complete SWL, score, and bring to class
- **Final project protocol due**

**Class 14**
**Living Arrangements in Old Age; Long Term Care**
- C & B-F, Chapt. 5, pp. 155-185
- Lawler, “The Caregiving Society”

**Guest lecturer, Celia Berdes, Ph.D., Director of the Aging Research Registry, Buehler Center on Aging, Northwestern University; Director of Research, Presbyterian Homes**

**Class 15**
**Field Trip to Long Term Care facility**
- **Application paper #2 due**

**Class 16**
**Intelligence; Learning; Reminiscence**
- C & B-F, Chapt. 8, pp. 263-268; 272-275
- Watt & Wong, “A Taxonomy of reminiscence and therapeutic implications”
- Sternberg, “The Concept of intelligence and its role in lifelong learning and success”

**NO CLASS WEDNESDAY, NOVEMBER 21 – HAPPY THANKSGIVING!**

**Class 17**
**Mid/Late Life Transitions: Retirement; Grandparenthood; Widowhood**
- C & B-F, Chapt. 12, pp. 456-466
• Kim & Moen, “Moving into retirement”
• Vaillant, Chapt. 8, “Retirement, play and creativity”
• C & B-F, Chapt. 11, pp. 409-415
• Norris et al., “As long as they go back down the driveway”
• Fingerman, “The Good, the bad and the worrisome: Emotional complexities in grandparents’ experiences with individual grandchildren”
• C & B-F, Chapt. 11, pp. 403-404
• Bonanno et al., “Prospective patterns of resilience and maladjustment during widowhood”

Class 18
Wed., Nov. 28

**Dementia and Alzheimer's Disease**

• C & B-F, Chapt. 4 (skim)
• C & B-F, Chapt. 6 (skim)
• C & B-F, Chapt. 7 (skim)

*Guest lecturer, Darby Morhardt, MSW, LCSW, Research Assistant Professor & Director, Education Cognitive Neurology & Alzheimer's Disease Center Northwestern University Feinberg School of Medicine*

Class 19
Mon., Dec. 3

**Healthcare and Aging**

• C & B-F, Chapt. 13, pp. 475-478
• Moody, “Should we ration health care for older people?”
• Callahan, “Why we must set limits”
• Ubel, “Pricing life”
• Hentoff, “The Pied piper returns for the old folks”
• Wetle & Besdine, “Letting individuals decide”
• Perry & Butler, “Aim not just for longer life”
• Moody, “Focus on practice: Managed care”
• Gordon, “The Assisted-suicide debate”

**prepare arguments for debate: “Should we ration health care?”**

Class 20
Wed., Mar. 7

**Death and Dying**

• C & B-F, Chapt. 13, pp. 471-474; 479-487
• Vaillant, Chapt. 12, “Positive aging: A reprise”
• Byock, “The Meaning and value of death”
• Byock, “Working set of landmarks and developmental taskwork”

**look at http://www.Dyingwell.org**

**FINAL PAPER DUE ON WEDNESDAY, DECEMBER 12 AT NOON; DELIVER TO MY OFFICE: ANNENBERG ROOM 216 (EMAILED PAPERS WILL NOT BE ACCEPTED)**
**RECAP: IMPORTANT DATES and GRADING WEIGHTS**

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<thead>
<tr>
<th>Assignment</th>
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<tr>
<td>Quiz</td>
<td>Weds., 10/10</td>
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<tr>
<td>Application paper #1</td>
<td>Mon., 10/29</td>
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<td>Application paper #2</td>
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<td>Interview protocol</td>
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* adjusted to 20% or 30% to give more weight to higher grade