Dr. Regina Lopata Logan
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Office Hours: Tuesdays & Wednesdays 10:30 a.m. – 11:30 a.m. or by appointment

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 acquainted with conducting empirical research
6. to become acquainted with using APA style in writing research papers

Readings and Required Materials


Articles supplementing the textbook are provided in a reader available in SESP Student Affairs office.

Packet of psychological instruments, distributed in class.

Teaching Method and Philosophy
The focus of this course is the application of theory to real life. Although I will give weekly lectures, my teaching method is based primarily on discussion and interactive exercises. We’ll have debates, conduct surveys, take personality and related inventories, do observations, and have 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 handed out in advance of the class for which the readings and/or other homework are assigned.
Evaluations and Grading

There are no exams in this class. However, there are a number of short application papers and a final project which acts as a cumulative final exam, consisting of an interview and case study analysis. 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 three papers (NOT THE FINAL EXAM) **twenty-four 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.

**Application papers: 45%** -- 3 short papers (15% each paper)

Three short papers (MAXIMUM 5 pages) which will incorporate empirical research. One of the papers requires an observation at a retirement, assisted living, nursing facility, or hospice. For the other two papers, you will choose a topic from the list provided or choose another relevant topic and check it out with me. In the papers, you will relate observations, interviews, and/or other data you have collected to established research findings or theory, either from the texts, articles, guest speakers, class discussion, 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: give a brief questionnaire on relationships to an engaged couple and discuss their responses in relation to the Eriksonian concept of intimacy; interview two or three young adult children of divorced parents and compare to the findings of Wallerstein. (You may **not** count interviews conducted for application papers toward final project case study, see below.) 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.

**Due dates and topic areas:**

*Paper 1 due Wednesday, April 26: Emerging Adulthood & Young Adulthood*
- Emerging adulthood
- Erikson: Intimacy
- Career entry
- Committed relationships/marriage (straight or gay)
- Transition to parenthood
- Dual careers
- Stay-at-home dads

*Paper 2 due Monday, May 8: Middle Adulthood*
- Erikson: Generativity
- Divorce or widowhood
- Midlife parenting
- Empty nest
- Midlife career issues
- Sandwich generation
- Midlife transition (“crisis”)
Paper 3 due Wednesday, May 24: Late Adulthood
Relate retirement facility, assisted living, nursing home, or hospice observation to:
• Erikson: Integrity
• Spirituality in old age
• Grandparenting
• Retirement
• Intelligence, learning
• Reminiscence
• Dementia/Alzheimer’s Disease
• Hospice or palliative care
• Dying well (tasks of dying)

Class participation: 20%
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. 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 communicate with me 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: 35%
You will tape record an interview and write a case study of an older adult (at least 70.) Your subject can 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 May 15. 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 June 5. More directions for this assignment will be handed out separately.

**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.

**OVERVIEW**

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Introductions &amp; Expectations</th>
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| Mon., Mar. 27 | Studying Adult Development
| | Life-Span Perspective |

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<tr>
<th>Class 2</th>
<th>Controversies in Development</th>
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| Weds., Mar. 29 | Research Design Overview
| | Ageism & Social Stereotypes
| • C & B-F, Chapt. 1 |
| • Vaillant, Chapt. 1, “The Study of adult development” |
| • Vaillant, Chapt. 3, “The Past and how much it matters” |
| • Wilkinson & Ferraro, “Thirty years of ageism research” |
| • Complete “Aging Quiz” at [http://www.webster.edu/~woolflm/myth.html](http://www.webster.edu/~woolflm/myth.html) |

<table>
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<tr>
<th>Class 3</th>
<th>Personality</th>
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<td>Mon., Apr. 3</td>
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</table>
| | • C & B-F, Chapt. 10, pp. 329-338; 350-351
| | • Vaillant, Chapt. 11, “Do people really change?”
| | • McAdams, “Can personality change?”
| | • Complete and score NEO and bring to class |

<table>
<thead>
<tr>
<th>Class 4</th>
<th>Erik Erikson’s Theory of Psychosocial Development</th>
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<td>Weds., Apr. 5</td>
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| | • Vaillant, Chapt. 2, “Ripeness is all”
| | • Erikson, “Major stages in psychosocial development”
| | • Complete and score MPD and bring to class |

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<th>Class 5</th>
<th>Physical Changes</th>
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<tr>
<td>Mon., Apr. 10</td>
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<td>• Longevity, Health and Functioning</td>
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</table>
• C & B-F, Chaps. 2 & 3 (skim)
• Vaillant, Chapt. 7, “Healthy aging: A second pass”

**Guest lecturer, Patrick W. Logan, M.D., Internal Medicine, Private Practice & Senior Lecturer, Evanston Hospital, Northwestern University Feinberg School of Medicine**

**EMERGING ADULTHOOD & YOUNG ADULTHOOD**

**Class 6**
Weds., Apr. 12

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

- Arnett, “From emerging adulthood to young adulthood”
- Osgood et al., “Six paths to adulthood”
- Pals, “Identity consolidation in early adulthood”

**Class 7**
Mon., Apr. 17

Theories of Career Development

- C & B-F, Chapt. 12, pp. 405-432
- Complete SDS and bring to class

**Class 8**
Weds., Apr. 19

Committed Relationships & Marriage

- C & B-F, Chapt. 11, pp. 367-385
- Patterson, “Family relationships of lesbians and gay men”

**Class 9**
Mon., Apr. 24

Transition to Parenting

- C & B-F, Chapt. 11, pp. 384-387
- Altucher & Williams, “Family clocks: Timing parenthood”
- Pixley & Moen, “Prioritizing careers”

*New parent panel*

**MIDDLE ADULTHOOD**

**Class 10**
Weds., Apr. 26

Parenting - continued

Erikson: *Generativity*

- C & B-F, Chapt. 10, pp. 343-344
- C & B-F, Chapt. 11, pp. 387-390; 394-398
- McAdams & Logan, “What is generativity?”
- Vaillant, Chapt. 4, “Generativity: A key to successful aging”
- Complete LGS & GBC, score (be sure to read note about scoring on website) and bring to class: [http://www.sesp.northwestern.edu/foley/instruments/](http://www.sesp.northwestern.edu/foley/instruments/)

*Application paper #1 due*
Class 11
Mon., May 1

*Generativity – continued*

**Midlife transition/midlife crisis**
- C & B-F, Chapt. 10, pp. 347-349

Class 12
Weds., May 3

*Divorce & Widowhood*
- Wallerstein et al., “Conclusion” and Appendix
- Lopata, “Widowhood in variation”
- C & B-F, Chapt. 11, pp. 380-383

**LATE ADULTHOOD**

Class 13
Mon., May 8

*Erikson: Old Age and Integrity*

**Spirituality and Wisdom**
- Vaillant, Chapt. 5, “Keeper of the meaning”
- Vaillant, Chapt. 6, “Integrity: Death be not proud”
- Vaillant, Chapt. 9, “Does wisdom increase with age?”
- Vaillant, Chapt. 10, “Spirituality, religion and old age”
- C & B-F, Chapt. 8, pp. 289-292
- C & B-F, Chapt. 10, pp. 357-360
- Wink & Dillon, “Religiousness, spirituality, and psychosocial functioning in late adulthood: Findings from a longitudinal study”

*Application paper #2 due*

Class 14
Weds., May 10

*Retirement*
- Kim & Moen, “Moving into retirement”
- Vaillant, Chapt. 8, “Retirement, play and creativity”
- C & B-F, Chapt. 12, pp. 433-445

Class 15
Mon., May 15

*Clinical Assessment, Mental Health, and Mental Disorders*

**Dementia & Alzheimer’s Disease**

**Attention & Perceptual Processing**

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

*Interview protocol due*

*Guest lecturer, Darby Morhardt, MSW, LCSW, Research Assistant Professor & Director, Education Cognitive Neurology & Alzheimer's Disease Center Northwestern University Feinberg School of Medicine*
Class 16
Wed., May 17
Intelligence and Learning
Reminiscence
Grandparenting
• C & B-F, Chapt. 8, pp. 253-289
• C & B-F, Chapt. 11, pp. 390-394
• Watt & Wong, “A Taxonomy of reminiscence and therapeutic implications”
• Norris et al., “As long as they go back down the driveway”

Class 17
Mon., May 22
Person-Environment Interactions: Living Arrangements in Old Age
• C & B-F, Chapt. 5
Observation at local retirement, assisted living, or nursing home completed prior to this date

Class 18
Wed., May 24
Healthcare and Aging
• 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”
Application paper #3 due

NOTE: NO CLASS MONDAY, MAY 29, MEMORIAL DAY (and recovering from 'Dillo Day Weekend)

Class 19
Wed., May 31
Death & Dying
• C & B-F, Chapt. 13, pp. 447-464
• 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 MONDAY, JUNE 5 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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<th>Due Date</th>
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<td>Weds., 4/26</td>
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<tr>
<td>Application paper #2</td>
<td>Mon., 5/8</td>
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<td>Interview protocol</td>
<td>Mon., 5/15</td>
<td>part of final paper</td>
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<tr>
<td>Retirement/nursing observation</td>
<td>Mon., 5/22</td>
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<td>Final paper</td>
<td>Mon., 6/5</td>
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