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.

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 this to work, you must come to class and you must be prepared. I expect you to read what is assigned for every class in advance of the class.

Evaluations and Grading
There are no exams in this class. However, there are a number of short application papers and a final project consisting of an interview and research paper. 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 (5-6 pages). One of the papers requires an observation at a retirement, assisted living, or nursing facility. 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. Examples: analyze television portrayals of older adults in the context of ageism; 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.

**Due dates and topic areas:**

Paper 1 due Monday, Oct. 17: topics from classes 1 – 7
- Ageism
- Personality: continuity or discontinuity
- Erikson: Identity, Intimacy, Generativity
- Emerging adulthood
- Midlife transition (“crisis”)
- Third age

Paper 2 due Monday, Nov. 7: topics from classes 8 - 15
- Erikson: Integrity
- Spirituality in old age
- Intelligence, teaching, learning
- Committed relationships & marriage (straight or gay)
- Divorce or widowhood
- Parenting or grandparenting
- Dual careers
- Stay-at-home dads
- Caregiving
- Sandwich generation

Paper 3 due Monday, Nov. 28: topics from classes 16 – 20
Retirement, assisted living, or nursing home observation related to:
- Physical health (can focus on specific health issue, e.g., heart disease, menopause, osteoporosis, etc.)
- Health care/medicare
- Dementia/Alzheimer’s Disease
- Retirement
- 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.
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 Nov. 14. 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 Dec. 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.

Schedule of Topics and Readings

Class 1
Wed., Sept. 21  Introductions & Expectations
                  Studying Adult Development
                  Life-Span Perspective & Controversies
                  Research Design Overview

Class 2
Mon., Sept. 26  Ageism & Social Stereotypes
                  • C & B-F Chapt. 1
                  • Vaillant, Chapt. 1, “The Study of adult development”
                  • Vaillant, Chapt. 2, “Ripeness is all”
                  • Vaillant, Chapt. 3, “The Past and how much it matters”
                  • Palmore, “Ageism: Introduction and basic definitions”
                  • Vesperi, “Forty-Nine Plus”

Class 3
Wed., Sept. 28  Personality
                  • C & B-F Chapt. 10
                  • Vaillant, Chapt. 11, “Do people really change?”
                  • McAdams, “Can personality change?”

Class 4
Mon., Oct. 3  Erik Erikson’s Theory of Psychosocial Development
                  • Erikson, “Major stages in psychosocial development”
Class 5
Wed., Oct. 5  
**Erikson: Identity and Emerging Adulthood**  
- Arnett, “From emerging adulthood to young adulthood”

Class 6
Mon., Oct. 10  
**Erikson: Intimacy and Young Adulthood**  
- Pals, “Identity consolidation in early adulthood”  
**Application Paper #1 due**

Class 7
Wed., Oct. 12  
**Erikson: Generativity and Midlife**  
- McAdams & Logan, “What is generativity?”  
- Vaillant, Chapt. 4, “Generativity: A key to successful aging”  
**Third Age**  
- Rubinstein, “The Third age”

Class 8
Mon., Oct. 17  
**Erikson: Old Age and Integrity**  
- 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”  
**Integration paper #1 due**

Class 9
Wed., Oct. 19  
**Physical Changes**  
**Longevity, Health and Functioning**  
- C & B-F Chapt. 2 & 3  
- Vaillant, Chapt. 11, “Healthy aging: A second pass”  
**Guest lecturer, Patrick W. Logan, M.D., Internist, Private Practice & Senior Lecturer, NU Medical School**

Class 10  
Mon., Oct. 24  
**Intelligence, Learning & Teaching Adults**  
- C & B-F Chapt. 8

Class 11
Wed., Oct. 26  
**Committed Relationships & Marriage**  
- C & B-F Chapt. 11  
- Cohler & Hostetler, “Aging, intimate relationships & life story among gay men”

Class 12
Mon., Oct. 31  
**Divorce, Blended Families & Widowhood**  
- Wallerstein et al., “Conclusion” and Appendix  
- Lopata, “Widowhood in variation”
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<th>Class 13</th>
<th>Transition to Parenting</th>
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<tr>
<td>Weds., Nov. 2</td>
<td>• Altucher &amp; Williams, “Family clocks: Timing parenthood”</td>
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<td>• Pixley &amp; Moen, “Prioritizing careers”</td>
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<th>Class 14</th>
<th>Midlife Parenting, Grandparenting &amp; Caregiving</th>
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<tr>
<td>Mon., Nov. 7</td>
<td>• Putney &amp; Bengsten, “Families, intergenerational relationships, &amp; kinkeeping in midlife”</td>
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<td>• Norris et al., “As long as they go back down the driveway”</td>
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<td><em>Application paper #2 due</em></td>
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<th>Class 15</th>
<th>Theories of Career Development</th>
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<td>Weds., Nov. 9</td>
<td>• C &amp; B-F Chapt. 12</td>
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<th>Class 16</th>
<th>Retirement</th>
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<td>Mon., Nov. 14</td>
<td>• Kim &amp; Moen, “Moving into retirement”</td>
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<td>• Vaillant, Chapt. 8, “Retirement, play and creativity”</td>
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<td>• Freedman, “The Aging opportunity”</td>
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<td><em>Interview protocol due</em></td>
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<th>Healthcare and Aging</th>
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<td>Weds., Nov. 16</td>
<td>• Roszak, “Entitlements and the ethics of affordability”</td>
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<td>• Moody, “Should we ration health care for older people?”</td>
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<td>• Callahan, “Why we must set limits”</td>
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<td>• Ubel, “Pricing life”</td>
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<td>• Hentoff, “The Pied piper returns for the old folks”</td>
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<td>• Wetle &amp; Besdine, “Letting individuals decide”</td>
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<td>• Perry &amp; Butler, “Aim not just for longer life”</td>
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<td>• Moody, “Focus on practice: Managed care”</td>
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<th>Class 18</th>
<th>Person-Environment Interactions</th>
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<td>Mon., Nov. 21</td>
<td>• C &amp; B-F Chapt. 5</td>
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<td><em>Observation at local retirement, assisted living, or nursing home completed prior to this date</em></td>
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<th>Class 19</th>
<th>Clinical Assessment, Mental Health, and Mental Disorders</th>
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<td>Weds., Nov. 23</td>
<td>• Dementia &amp; Alzheimer’s Disease</td>
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11/7/05
Attention & Perceptual Processing

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

Guest lecturer, Alzheimer’s Association

Class 20
Mon., Nov. 28

Dying & Bereavement
  • C & B-F Chapt. 13
  • Vaillant, Chapt. 12, “Positive aging: A reprise”
  • Byock, “The Nature of suffering and the nature of opportunity at the end of life”
  • Byock, “Working set of landmarks and developmental taskwork”
  • Roszak, “The Future of death”

Application paper #3 due

Class 21
Wed., Nov. 30

TBA

FINAL PAPER DUE ON MONDAY, DEC. 5 AT NOON; DELIVER TO MY OFFICE: ANNENBERG ROOM 216

RECAP: IMPORTANT DATES and GRADING WEIGHTS

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<td>Mon., 11/7</td>
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