Adulthood and Aging  SESP 203
Fall 2014, Monday & Wednesday, 11AM – 12:20 PM
Prof. Regina Lopata Logan, PhD.
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Office Hours: M & W: 1PM – 2PM or by appointment (preferred)
TA: Mollie McQuillan; Email: MollieM@u.northwestern.edu; Office Hours: 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.

Course Objectives
1. to understand Paul Baltes’ theory of 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 Urie Bronfenbrenner’s ecological model of human development
4. to understand Claude Steele’s research on stereotypes and how they affect identity and development
5. to understand the major life events and life tasks in adulthood
6. 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, theories, and research related to adult development
3. to complete standardized measures and to be able to critique them
4. to engage in meaningful dialogue about how race, class, and gender affect development from a personal perspective as well as from an empirical perspective
5. 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
6. to be able to apply theory to “real life”
Readings and Materials
• additional assigned articles on Canvas
• several psychological measures must be purchased at Norris

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. You’ll conduct surveys and interviews, complete personality and other measures (questionnaires), 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 required measures in advance of the class for which the readings and/or other homework are assigned.

Evaluations and Grading
There are one exam, one research/application paper, and a final paper/project (consisting of an interview and case study analysis). The final project serves as a cumulative final exam. If you turn in the exam or application paper late, your work will be graded down one half grade per day late. However, an unexcused absence on the day the exam or paper is due will result in your exam or paper being graded down one full grade per day (or portion of a day) late. The only acceptable excuses for a late exam/paper or absence on the day the exam or paper is due are illness or family emergency. I reserve the right to ask for verification. As mentioned above, attendance and active participation are required and will make a difference in your final grade. Besides, we’ll have fun in class and you won’t want to miss it!

NOTE: FINAL PAPER MAY NOT BE LATE. NO EXCUSES.

Exam: 15%
This is a take home exam, consisting of two essay questions. One question will require data collection. I’ll provide more information later in the quarter.

Application (research) paper: 30%
There is one application/research paper researching midlife adults (8-10 pages; MAXIMUM 10 pages). You will either survey or interview middle-aged adults (aged 40s-60s) and relate the data you collect to established research findings and theories, using the textbooks, articles and websites from class, guest speakers, class discussion, and lecture. For your background/literature review, use literature we’ve read for class supplemented by additional articles. I will provide you with a format for this paper. The application paper must be turned in at the beginning of class on the due date or it will be graded down, as noted above.
**Suggested topic areas** Please contact me to approve your topic. I encourage you to write about something that really interests you. Think about adding race, ethnicity, gender, and/or sexual orientation issues to your topic. Have a good time with this!

- Ideas for midlife paper topics: midlife parenting; mentoring in work or volunteering; empty nest; sandwich generation; midlife career issues; midlife transition/ “crisis”; divorce; Third Age; widowhood. Think of your parents and their friends: what issues might they be facing now as they navigate the years from 40s-60s? Do your best to incorporate Eriksonian generativity as the context of whatever topic you choose. **Note: you are NOT limited to these topics, as long as your paper incorporates readings from class.**

**Class participation: 15%**

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 email Mollie and me 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 exam/project: 40%**

You will audio 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. 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. You will also have some time in class to go over the protocols as a group. Your case study will be
analyzed in a final paper (15-20 pages, double-spaced, font 12). More directions for this assignment will be handed out later in the quarter.

**Academic Integrity**
Students in this course are required 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 submitted electronically for review to Turnitin (on Canvas course site) unless I tell you otherwise. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: [http://www.northwestern.edu/provost/policies/academic-integrity/index.html](http://www.northwestern.edu/provost/policies/academic-integrity/index.html).

**Accommodations for Students with Disabilities**
Any student with a disability requesting accommodations must register with Services for Students with Disabilities ([ssd@northwestern.edu](mailto:ssd@northwestern.edu); 847-467-5530) and request an SSD accommodation notification for his/her professor, preferably within the first two weeks of class. All information will remain confidential.

**OVERVIEW**

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<th>Class 1</th>
<th>Weds., 9/24</th>
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<tr>
<td></td>
<td><strong>Introductions &amp; Expectations</strong></td>
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<td><strong>Studying Adult Development</strong></td>
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<td><strong>Baltes: Life-Span Perspective</strong></td>
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<td><strong>Controversies in Development</strong></td>
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**Focus Questions:** What is development? What made you the person you are? What is an adult?

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<tr>
<th>Class 2 &amp; 3</th>
<th>Laying the Foundation: Theoretical Approaches to Studying</th>
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<tr>
<td>Mon., 9/29</td>
<td>Development: Baltes; Bronfenbrenner; Erikson; Vaillant; Steele</td>
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<td>Weds., 10/1</td>
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**Required Readings:** read for 9/29; finish all for 10/1
- Mason, Ch. 1: pp. 9-18; 23-25
- Mason, Ch. 4: pp. 92; 107; 109-110
- Vaillant, Ch. 5: pp. 148-158
- Steele, pp. 1-43

**Activity:**
- Complete and score MPD and bring to class on 10/1 (scoring directions on Canvas)
Recommended Readings (on Canvas):
• Baltes, “Theoretical propositions of life-span developmental psychology”
• Bronfenbrenner, “Ecological models of human development”
• Erikson, “Major stages in psychosocial development”

Focus Questions: What is development? Do all adults develop in ways that are more similar or more different? How does the concept of “identity contingencies” (Steele) relate to development? What are the strengths and weaknesses of the three major metatheories (see Mason)?

Class 4 Research Designs: Longitudinal & Cross-Sectional
Mon., 10/6
Required Readings:
• Mason, “Research in-depth: Cross-sectional and longitudinal studies,” p. 14
• Mason, Ch. 1: pp. 27-31
• Mason, “Research Appendix,” pp. 385-395
• Vaillant, Ch. 2, pp. 27-53
• Steele, pp. 44-62

Activities:
• View 56 Up streaming on Canvas: first 45 minutes required; rest is recommended
• For fun: view The Simpsons’ take-off on 49 Up
http://www.watchcartoononline.com/the-simpsons-season-18-episode-13-springfield-up (link on Canvas)

Focus Questions: How do we research something as complex as human development?

Class 5 Personality
Wed., 10/8
Required Readings:
• Mason, Ch. 4: pp. 89-92; 110-117
• Vaillant, Ch. 4: pp. 108-143
• Steele, pp. 63-133

Activity:
• Complete and score NEO and bring to class

Focus Questions: What is personality? Do people’s personalities change over time?

EMERGING ADULTHOOD & YOUNG ADULTHOOD

Class 6 Erikson: Identity
Mon., 10/13 Emerging/Young Adulthood

Required Readings:
• Mason, Ch. 4: pp. 93-100

11/1/14
• Phinney, “Ethnic identity exploration in emerging adulthood” (on Canvas)
• Steele, pp. 134-151
• Scottham et al., “Integrating process with content in understanding African American racial identity development” (on Canvas)
• Tanner & Arnett, “The case for a stage: Presenting emerging adulthood: What makes it developmentally distinctive?” Debating Emerging Adulthood, pp. 13-30. (on Canvas)
• Kloep & Hendry, “Arguments for a process: A Systemic approach to the transitions to adulthood” Debating Emerging Adulthood, pp. 51-75. (on Canvas)

**Focus Questions: How does ethnic identity differ from other identity classifications? How does identity threat come into play in understanding identity? Should “emerging adulthood” be considered a separate, new stage of life or is it more of a process?**

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**Class 7**  
Weds., 10/15  
Erikson: Intimacy  
Emerging Adulthood & Intimacy  
Love and Marriage  
• Take home exam distributed

**Required Readings:**  
• Mason, Ch. 5: pp. 120-137  
• Beyers & Seiffge-Krenke, “Does Identity Precede Intimacy? Testing Erikson’s Theory on Romantic Development in Emerging Adults of the 21st Century” (on Canvas)  
• Vaillant, Ch. 6

**Activities:**  
• View Garden State  
• Look at National Marriage Project website: www.virginia.edu/marriageproject (link on Canvas)

**Recommended activity:**  
Review a “coming of age”/identity and intimacy movie that is no older than 2010 and that you would recommend for this course. Although the “coming of age” films tend to be more about adolescents and I’d prefer something more about emerging adults, so take that into consideration. It would be great to have something that has some ethnic/SES/gender diversity. The film doesn’t have to be in English as long as there are good subtitles. Last, the film has to be available on Netflix or from the NU library so it can be uploaded on Canvas.

**Focus Questions: How does establishing a loving relationship help us develop as adults? How do gay and lesbian couples navigate a culture that doesn’t always support their intimate relationships? How do intimate relationships develop in a culture in which marriage is becoming deinstitutionalized?**

11/1/14
Class 8
Mon., 10/20  Parenthood

Required Readings:
• Mason, Ch. 6: pp. 147-152
• Umberson et al., “Parenthood, Childlessness, and Well-Being: A Life Course Perspective” (on Canvas)
• Goldberg & Gartrell, “LGB-Parent Families: The Current State of the Research and Directions for the Future” (on Canvas)

Focus Question: How does parenthood affect an adult’s development?

Class 9  Parenthood – continued
Wed., 10/22  • Parent Panel (in-class)

• Take home exam due

Activity:
• Bring in 3 questions (to hand in) based on your readings, activities, and personal experiences on parenthood for the Parent Panel (at least one of the questions should come from your reading)

MIDDLE ADULTHOOD
Class 10  Midlife Development; Erikson: Generativity
Mon., 10/27

Required Readings:
• Mason, Ch. 4: pp.100-106
• Jones & McAdams, “Becoming generative: Socializing influences recalled in life stories in late midlife” (on Canvas)
• Hofer et al., “Concern for generativity and its relation to implicit pro-social motivation, generative goals, and satisfaction with life: A Cross-cultural investigation” (on Canvas)
• Steele, pp. 152-190

Recommended Reading:
• McAdams & Logan, “What is generativity?” (on Canvas)

Activities:
• Complete LGS & GBC, score & bring to class (be sure to read note about scoring on website)
http://www.sesp.northwestern.edu/foley/instruments/
Focus Questions: What is generativity? Is it universal? What are some gender, cultural and ethnic differences in the expression of generativity? How might stereotype threat influence expressions of generativity?

Class 11  Work and Career Development  Weds., 10/29

Required Readings:
- Mason, Ch. 7: pp. 180-190
- Reskin & Bielby, “A sociological perspective on gender and career outcomes” (on Canvas)
- Johnson & Eby, “Evaluating career success of African American males: It's what you know and who you are that matters” (on Canvas)
- Vaillant, pp. 152-154 (career consolidation)

Focus Questions: How do people create meaningful careers? What do we make of inequalities in career opportunities for women, minorities, and people from working class backgrounds? What role should policy play in resolving these disparities? How might stereotype threat affect career choices and advancement? How does “career consolidation” relate to Identity?

Class 12  Mon., 11/3
- finish Midlife & Generativity (see 10/27)
- go over exams
- discuss application paper

Class 13  Weds., 11/5  Midlife Transitions: “Midlife Crisis;” “Sandwich Generation;” “Empty Nest;” Divorce; The Third Age/Guardianship

Required Readings:
- Vaillant, Ch. 5: pp.154-189
- Mason, pp. 137-140 ; 102-104 (reprise)

Activities:
- Look at Midlife in the U.S. (MIDUS) website: midus.wisc.edu
  OR
  MIDMAC.med.harvard.edu

Focus Questions: Is there such thing as a “midlife crisis”? How ubiquitous are the main midlife transitions? What is the “Third Age” or “Guardianship” and how are they different from “Generativity”?

11/1/14
LATE ADULTHOOD

Class 14  
Mon., 11/10  
Erikson: Old Age and Integrity  
Spirituality and Religion  
Physical Aging

Required Readings:
• Mason, Ch. 4: pp.106-109  
• Vaillant, Ch. 7: pp. 224-260  
• Torges et al., “Achieving ego integrity: Personality development in late midlife” (on Canvas)  
• Vaillant, Ch. 10: pp. 339-346  
• Mason, Ch. 12: pp. 325-335  
• Mason, Ch. 10: pp. 256-271

Recommended Readings:
• Sarvimaki & Stenbock-Hult, “Quality of life in old age described as a sense of well-being, meaning, and value” (on Canvas)  
• Institute of Medicine Report, Ch. 6, pp. 251-56, 268-284 “The Health of lesbian, gay, bisexual, and transgender people: Building a foundation for better understanding” (on Canvas)

• Mason, Ch. 10: pp. 272-283  
• Mason, Ch. 11: pp. 284-297

Focus Question: Is it possible to “age well?” How does aging differ for sexual minorities?

Class 15  
Wed., 11/12  
Later Life Transitions: Grandparenthood; Retirement; Widowhood

Application paper on midlife due

Required Readings:
• Mason, Ch.6: pp. 152-159  
• Mason, Ch. 7: pp. 191-194  
• Steele, pp. 191-219

Activity:
• First draft of final project protocol (bring to class for feedback)

Focus Questions: How is identity affected by life transitions in later adulthood? What does it mean to become a grandparent? To retire? To become widowed? How can solutions to identity threat issues be generalized to older adults?
Class 16
Mon., 11/17

Dementia

Required Readings:
• Mason, Ch. 8: pp. 204-220
• Mason, Ch. 11: pp. 297-300
• Read http://www.alz.org/alzheimers_disease_what_is_alzheimers.asp

Activity:

Guest speaker: Emily Rogalski, PhD., Assistant Professor, Cognitive Neurology and Alzheimer Disease Center, Feinberg School of Medicine, Northwestern University

Class 17
Weds., 11/19

• FIELD TRIP Intergenerational exchange
Meet at 11AM SHARP at Mather Lifeways
425 Davis, Evanston  PLEASE BE ON TIME!!

Required Readings:
• Mason, Ch. 6: pp. 159-172
• read http://www.thematherevanston.com/

Activity:
• prepare questions for Mather residents on grand-parenting, retirement, moving into new living facility, etc.

Final project protocol due

Sat., Nov. 22, 12:30PM – 4PM: NU Day at RACE Exhibit, Holocaust Museum, Skokie

RACE: ARE WE SO DIFFERENT?
It’s a simple truth. People are different. Throughout history, these differences have been a source of community strength and personal identity. They have also been the basis for discrimination and oppression. The idea of “race” has been used historically to describe these differences and justify mistreatment of people and even genocide. Today, contemporary scientific understanding of human variation is beginning to challenge “racial” differences, and even question the very concept of race. RACE: Are We So Different? developed by the American Anthropological Association in collaboration with the Science Museum of Minnesota, is the first national exhibition to tell the stories of race from the biological, cultural, and historical points of view. Combining these perspectives offers an unprecedented look at race and racism in the United States.
Sign up for free transportation:  
http://www.northwestern.edu/onebook/participate/nu-days-at-race-exhibit.html (or attend on your own. Exhibit runs from Oct. 12, 2014 – Jan. 25, 2015.) After we get back to campus, whoever wants to may join me somewhere (TBA) for coffee/tea/soda and treats to talk about our reactions to the exhibit.

Class 18  
Mon., 11/24  
Intelligence; Learning; Reminiscence; Wisdom

Required Readings:  
• Mason, Ch. 9: pp. 230-236  
• Mason, Ch. 14: pp.367-373  
• Vaillant, Ch. 8: pp. 261-291  
• Birren & Schroots, “Autobiographical memory and the narrative self over the life span” (on Canvas)

Focus Questions: What cognitive strengths do individuals develop as they move into old age? What skills weaken? What could mainstream America learn from other cultures about the elderly? How could the elderly be better utilized, respected, and integrated into society? How does stereotype threat affect the ways we think about older adults?

Class 19  
Mon., 12/1  
Death and Dying

Required Readings:  
• Mason, Ch. 13: pp. 335-355  
• Vaillant, Ch. 11: pp. 351-370  
• Read http://www.Dyingwell.org

Guest lecturer: Dan Bulf, Pres., Men’s Media Network & Death Café Convener  
Focus Questions: How do we navigate the end of life? Is it possible to “die well?”

Class 20  
Wed., 12/3  
Death and Dying: continued

HARD COPY OF FINAL PAPER DUE ON WEDNESDAY, DECEMBER 10 AT NOON; UPLOAD TO TURNITIN AND DELIVER TO MY OFFICE: ANNENBERG ROOM 216 (LATE OR EMAILED PAPERS WILL NOT BE ACCEPTED) Also, remember to include (separately with your name) your self-grade for participation.

11/1/14
**RECAP: IMPORTANT DATES and GRADING WEIGHTS**

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<thead>
<tr>
<th>Event</th>
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<tr>
<td>Midterm take home exam due</td>
<td>Weds., Oct. 22</td>
<td>15%</td>
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<tr>
<td>Parenthood panel questions</td>
<td>Weds., Oct. 22</td>
<td>part of participation</td>
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<tr>
<td>Application (midlife) paper</td>
<td>Weds., Nov. 12</td>
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<tr>
<td>Interview protocol draft</td>
<td>Weds., Nov. 12</td>
<td>part of final paper</td>
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<tr>
<td>Interview protocol final</td>
<td>Weds., Nov. 19</td>
<td>part of final paper</td>
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<tr>
<td>Field trip to Mather</td>
<td>Weds., Nov. 19</td>
<td>part of participation</td>
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<tr>
<td>RACE Exhibit, Holocaust Museum</td>
<td>Sat., Nov. 22</td>
<td>part of your intellectual growth</td>
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<tr>
<td>Final exam/paper</td>
<td>Weds., Dec. 10 NOON</td>
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<td>Participation</td>
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