Overview
This graduate seminar aims to introduce students to the core substantive issues and key social-science authors in the interdisciplinary study of adult development and aging, drawing mainly from the disciplines of human development, psychology, sociology, education, and the cognitive sciences. The course will focus on the substantive issues of (1) emotion, motivation, personality and generativity, and cognition, (2) work and unemployment, (3) love and family, and (4) disparities and contextual factors in adult development and aging. Across these domains, we will pay careful attention to the dynamics of continuity and change across the life course and the socio-historical context within which developing lives are situated.

Course Materials
You will find all course materials on CANVAS.

Assignments and Grading
Students will complete the readings before their respective class date and submit three (or more) questions related to the reading material the night before each class period on CANVAS. Each week one student will be the discussion leader for this class period. All students will write a final paper for the course (suggested length of 20-25 pages; due December 8). This paper will be a proposal to examine a research question in the area of adult development and aging, which will ideally be related to some of the students’ own research interests. A draft of the final paper (suggested length of 5 pages) is due on November 2 and will be peer-reviewed in class on November 3. The course grade will be determined by the quality of class participation (including Canvas questions, discussion leadership, and class engagement), mid-term paper draft, and final paper. Please submit all your assignments on Canvas and on time.

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 unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, please visit: 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; 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.

September 22, 2016
Welcome

September 29, 2016
Basic Concepts and Current Debates in Life-Span Development Research
Roberts, B. W., Edmonds, G., & Grijalva, E. (2010). It is Developmental Me, not Generation Me: Developmental changes are more important than generational changes in narcissism. *Perspectives on Psychological Science, 5*, 97-102.
Twenge, J. M., Konrath, S., Foster, J. D., Campbell, W. K., & Bushman, B. J. (2008). Egos inflating over time: A cross-temporal meta-analysis of the Narcissistic Personality Inventory. *Journal of Personality, 76*, 875-902.

October 6, 2016
Emotional Development in Adulthood
October 13, 2016
Motivational Development in Adulthood

October 20, 2016
Generativity and Personality Development in Adulthood

October 27, 2016
Cognitive Development in Adulthood


**November 2, 2016**  
**PAPER DRAFTS DUE**

**November 3, 2016**  
**In-Class Peer Review of Paper Drafts**  
**Work and Unemployment in Adulthood**  


**November 10, 2016**  
**Love, Marriage, Family, Loneliness in Adulthood**  


**November 17, 2016**  
**Social and Racial Disparities and Adult Development**  


December 1, 2016
Social Policy and Aging Societies


December 8, 2016 PAPERS DUE No class