

Adult Development and Aging

Human Development and Social Policy

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Brief Characterization of this Course:

This course provides an overview of the longest phase of the life cycle – adulthood, covering the years from young to late adulthood. Life span developmental psychology assumes that development is not finished with adolescence but continues well into old age. In this class, a lifespan developmental perspective with an emphasis on psychological aspects of development will be taken to discuss various aspects of adult development and aging. In addition to different theoretical approaches, we will discuss empirical findings in various fields of adult development such as social relations, personality, cognitive functioning, emotion, and motivation. Students will learn to evaluate empirical research and draw connections to everyday phenomena.

Required Readings

Textbook: Cavanaugh, J. C., & Blanchard-Fields, F. (2002). Adult Development and Aging, 4th edition. Belmont, CA: Wadsworth/Thomson Learning.

Articles supplementing the textbook

To get a better understanding of the issues of adult development and aging, three novels are recommended as additional readings.

Requirements

1. Attendance and participation in class discussion are a basic requirement. Students may not miss more than 4 classes.
2. Each week, each of the participants will have to hand in a **short discussion preparation** (1 page) via email. In these writings, each student will write a short critique of one of the studies or theoretical approaches covered in the respective session, and formulate one or two questions that will be discussed in class. These writings are due two days before class. No late discussion preparations will be accepted. Each student will have to lead at least one discussion period during the course of the Quarter (accounts for 25% of the grade)

Credit for the discussion preparations is based on handing in notes from your reading.

Your notes can cover answers to the following questions:

- What is the central point the authors are trying to make? How is it related to other theories or studies you have read in the course of the seminar (does it converge with or contradict other theories or studies?)?
- Is the type of evidence on which they base their point (e.g., experiments, anecdotes, case studies, surveys, deduction from premises) adequate for the research question they tried to answer?

- Do you believe the evidence supports their conclusions? Is there a logical relationship between the theoretical assumptions, the empirical evidence and the conclusions?
- What have the authors failed to take into account? (e.g., is the evidence flawed in important ways?)

3. There will be one **written exam** in the middle of the Quarter. This midterm exam will consist of a number of questions related to the topics covered thus far. The questions will pertain to both, the readings and the discussions in class. (accounts for 25% of the grade)

4. Each student will have to conduct a small **empirical study** on a research question related to adult development and aging. The research question will be developed by the student. A one-page proposal stating the research question and the proposed method has to be handed in by mid-Quarter. It will be returned with comments and suggestions. The student will conduct the proposed small study. The results of this study will be summarized in a **research paper** (about 20 pages, double-spaced and typed). This paper has to be handed in by the end of the quarter. I strongly recommend handing in a draft of the paper before turning in the final version. Feedback will only be provided on drafts, not on the final version. The research paper consists of an abstract, a brief theoretical outline of the research question of interest to the student, the method of empirically investigating the research question, results of a small study conducted by the student, and the discussion of the results. No late research papers will be accepted. In the last session of the class, each student will give a brief presentation of the research paper. (accounts for 50% of the grade)

Schedule of Topics and Readings

C&B-F chapters refer to the required textbook. Recommended readings are printed in italics (see also reference list).

| Dates | Topic | Readings/Assignments |
|-----------|--|---|
| Session 1 | History, Introduction, Meta-Theories of Development | C&B-F: Chapter 1 <i>Baltes, Lindenberger, & Staudinger, 1998</i> |
| Session 2 | Psychological Development in Context: Culture, Society, Cohort | Moody: Controversy 1 |
| Session 3 | Research Methodology | Baltes, Reese, & Nesselrode, 1988, part 4 |
| Session 4 | Physical Aspects of Adult Development: Health & Longevity | C&B-F: Chapter 2 & 3 <i>Moody: Controversy 8</i> |
| Session 5 | Attention & Perception | C&B-F: Chapter 6 |
| Session 6 | Cognition: Memory | C&B-F: Chapter 7 |
| Session 7 | Cognition: Intelligence | C&B-F: Chapter 8 <i>Moody: Controversy 9</i> |

| Dates | Topic | Readings/Assignments |
|--------------|---|---|
| Session 8 | Social Psychology of Aging: Ageism & Performance | Study Proposals Due Levy, 1996 Kawakami, Young, and Dividio (2002) Bargh, Chen and Burrows, 1996 |
| Session 9 | Social Psychology & Aging: Social cognition | C&B-F: Chapter 9 |
| Session 10 | Motivation | Damianopoulos, 1961 Freund & Baltes, 2000 <i>Harlow & Cantor, 1996</i> |
| Session 11 | Emotion | Carstensen & Charles, 1998 Lawton, 2001 <i>No critique due</i> |
| Session 12 | MIDTERM EXAM | <i>No critique due</i> |
| Session 13 | Self & Personality | C&B-F: Chapter 10 <i>Staudinger & Pasupathi, in press</i> |
| Session 14 | Stress, and Coping | C&B-F: Chapter 5 |
| Session 15 | Social Relationships | C&B-F: Chapter 11 <i>Pruchno & Rosenbaum, 2003</i> |
| Session 16 | Sexuality in Midlife and Old Age | Levy, 1994 Edwards & Booth, 1994 |
| Session 17 | Psychopathology | C&B-F: Chapter 4 |
| Session 18 | Death, Dying, & Bereavement | C&B-F: Chapter 13 <i>Wortman, & Silver, 1990</i> |
| Session 19 | Work & Retirement | C&B-F: Chapter 12 <i>Moody: Controversy 7</i> |
| Session 20 | Poster Presentation of Research Paper | Research Paper Due |

References

1. Required Readings

- Baltes, P. B., Reese, H. W., & Nesselroade, J. R. (1988). *Life-span developmental psychology: Introduction to research methods. Part Four: Descriptive Developmental Designs* (pp. 118-174). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior. Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology, 71*, 230-244.
- Carstensen, L. L; Charles, S. T. (1998). Emotion in the second half of life. *Current Directions in Psychological Science, 7*, 144-149.
- Damianopoulos, E. (1961). A formal statement of disengagement theory. In E. Cumming & W.E. Henry (Eds.). *Growing old* (pp. 210-227). New York: Basic Books.

- Edwards, J. N., & Booth, A. Sexuality, marriage, and well-being: The middle years. In A. S. Rossi (Ed.), *Sexuality across the life course* (pp. 233-259). Chicago, IL: University of Chicago Press.
- Freund, A. M., & Baltes, P. B. (2000). The orchestration of selection, optimization, and compensation: An action-theoretical conceptualization of a theory of developmental regulation. In W. J. Perrig & A. Grob (Eds.), *Control of human behavior, mental processes and consciousness* (pp. 35-58). Mahwah, NJ: Erlbaum.
- Kawakami, K., Young H., & Dovidio, J. F. (2002). Automatic stereotyping: Category, trait, and behavioral activations. *Personality and Social Psychology Bulletin*, 28, 3-15.
- Lawton, M. P. (2001). Emotion in later life. *Current Directions in Psychological Science*, 10, 120-123.
- Levy, B. (1996). Improving memory in old age through implicit self-stereotyping. *Journal of Personality and Social Psychology*, 71, 1092-1107.
- Levy, J. A. (1994). Sex and sexuality in later life stages. In A. S. Rossi (Ed.), *Sexuality across the life course* (pp. 287-309). Chicago, IL: University of Chicago Press.
- Moody, H. R. (2002). *Aging. Concepts and controversies* (4th edition). Thousand Oaks, Sage. (Controversy 1)

2. Recommended Readings for Class

- Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (1998). Life-span theory in developmental psychology. In R. M. Lerner (Ed.), *Handbook of child psychology. Vol. 1: Theoretical models of human development* (5th ed., pp. 1029-1143). New York: Wiley.
- Harlow, R. E. & Cantor, N. (1996). Still participating after all these years: A study of life task participation in later life. *Journal of Personality and Social Psychology*, 71, 1235-1249.
- Moody, H. R. (2002). *Aging. Concepts and controversies* (4th edition). Thousand Oaks, Sage. (Controversies 7, 8, 0)
- Pruchno, R., & Rosenbaum, J. (2003). Social relationships in adulthood and old age. In R. M. Lerner, A. Easterbrooks, & J. Mistry, (Eds.), *Comprehensive handbook of psychology: Volume 6: Developmental psychology* (pp. 487-509). New York: Wiley.
- Staudinger, U. M., & Pasupathi, M. (in press). Life-span perspectives on self, personality, and social cognition. In T. Salthouse & F. I. M. Craik (Eds.), *Handbook of cognition and aging*. Hillsdale: Erlbaum.
- Wortman, C. B., & Silver, R. C. (1990). Successful mastery of bereavement and widowhood: A life-course perspective. In P. B. Baltes & M. M. Baltes (Eds.), *Successful aging: Perspectives from the behavioral sciences* (pp. 225-264). New York: Cambridge University Press.

Novels (recommended):

- Delany, S., & Delany, A. E. (1993). *Having our say. The Delany sisters' first 100 years*. New York, NY: Kodansha America, Inc.
- Smiley, J. K. (1988). *The age of grief*. Ballentine Books, Inc.
- Sparks, N. (1996). *The notebook*. New York, NY: Warner Books

3. Further readings

- Baltes, P. B. & Baltes, M. M. (1990). Psychological perspectives on successful aging: The model of selective optimization with compensation. In P. B. Baltes & M. M. Baltes (Eds.), *Successful Aging. Perspectives form the Behavioral Sciences*. (pp. 1-34). Cambridge: Cambridge University Press.
- Carstensen, L.L. (1993). Motivation for social contact across the life span: A theory of socioemotional selectivity. In J. Jacobs (ed.), *Nebraska symposium on motivation: 1992*.

- Developmental Perspectives on Motivation* (Vol. 40., pp. 209-254). Lincoln, NE: University of Nebraska Press.
- Filipp, S.-H. (1996). Motivation and Emotion. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the Psychology of Aging*. (4th ed., pp. 218 - 235). San Diego: Academic Press.
- Freund, A. M., & Riediger, M. (2003). Successful aging. In R. M. Lerner, A. Easterbrooks, & J. Mistry, (Eds.), *Comprehensive handbook of psychology: Volume 6: Developmental psychology* (pp.601-628). New York: Wiley.
- Heckhausen, J., & Schulz, R. (1995). A life-span theory of control. *Psychological Review*, *102*, 284–304.
- Heidrich, S. M. & Ryff, C. D. (1989). The role of social comparisons processes in the psychological adaptation of elderly adults. *Journal of Gerontology*, *48*, P127-P136.
- Kahn, R.L. & Antonucci, T.C. (1980). Convoys over the life course. Attachment, roles and social support. In P.B. Baltes & O.G. Brim, Jr (Eds.), *Life-span development and behavior* (pp. 254-283). New York: Academic Press.
- Kastenbaum, R. J. (1992). *The psychology of death*. New York: Springer Verlag.
- Lachman, M. E. (Ed.). (2001). *Handbook of midlife development*. New York, NY: Wiley & Sons.
- Lerner, R. M. (2002). *Concepts and theories of human development* (3rd ed.). Mahwah, NJ: Erlbaum.
- Lawton, M. P. (1989). Behavior-relevant ecological factors. In K.W. Schaie & C. Schooler (Eds.), *Social structure and aging: Psychological processes*. (pp. 57-78). Hillsdale, NJ: Erlbaum.
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- Levenson, Robert W., Carstensen, L. L., & Gottman, J. M. (1993). Long-term marriage: Age, gender, and satisfaction. *Psychology and Aging*, *8*, 301-313.
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- Malatesta, C.Z. (1981). Affective development over the lifespan: Involution or growth? *Merill-Palmer Quarterly*, *27*, 145-173.
- Malatesta, C.Z., Fiore, M.J., & Messina, J.J. (1987). Affect, personality, and facial expressive characteristics of older people. *Psychology and Aging*, *2*, 64-69.
- Markus, H. R. & Herzog, R. A. (1991). The role of the self-concept in aging. *Annual Review of Gerontology* (pp. 110 - 143). New York: Springer
- Nurmi, J.-E. (1992). Age differences in adult life goals, concerns, and their temporal extension: A life course approach to future-oriented motivation. *International Journal of Behavioral Development*, *14*, 487-508.
- Ryff, C.D. (1991). Possible selves in adulthood and old age: A tale of shifting horizons. *Psychology and Aging*, *6*, 286-295.
- Schulz, R. (1995). Emotion and affect. In J.E. Birren & K. W. Schaie (Eds.), *Handbook of the Psychology of Aging*, New York: Van Nostrand Reinhold.
- Schulz, R., Heckhausen, J., & O'Brien, A. T. (1994). Control and the disablement process in the elderly. *Journal of Social Behavior and Personality*, *9*, 139–152.
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- Williamson, G., & Schulz, R. (1992b). Pain, activity restriction, and symptoms of depression among community-residing elderly. *Journal of Gerontology: Psychological Sciences*, *47*, 367–372.