The Developing Adult: Biological and Psychosocial Perspectives
Part I
Herant Katchadourian, M.D.

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Dr. Herant Katchadourian is Professor of Psychiatry and Behavioral Sciences, Professor of Human Biology and Professor of Education (by Courtesy) at Stanford University, where he has also served as Dean of Undergraduate Studies and Vice Provost for Undergraduate Education.

An honors graduate of the Medical School of the American University of Beirut, he first came to the United States in 1958 as a resident in psychiatry at the University of Rochester, NY. After a year at the National Institute of Mental Health in Bethesda, MD he returned to Lebanon, where, he conducted studies in the epidemiology of psychiatric illness. He joined the Stanford faculty in 1966. Professor Katchadourian is the author of Fundamentals of Human Sexuality. Now in its fifth edition, it has been translated into French, Spanish, Portuguese, and Chinese. He is also the author of The Biology of Adolescence; Human Sexuality: Sense and Nonsense; Fifty: Midlife in Perspective (translated into Greek); and co-author (with John Boli) of Careerism and Intellectualism Among College Students, and Cream of the Crop: The Impact of Elite Education in the Decade After College. He is editor of Human Sexuality: A Comparative and Developmental Perspective (translated into French). In addition, Dr. Katachadourian has authored book chapters and journal articles in the fields of cross-cultural psychiatry, adult development and related fields.

Over the past three decades, some 20,000 students have attended his courses. He has been selected six times Outstanding Professor and Class Day Speaker by Stanford seniors. He received the Richard W. Lyman Award of the Stanford Alumni Association in 1984; the Outstanding Teacher award of the Association of Students of Stanford University in 1992; and Dinkelspiel Award for service to undergraduate education in 1993.
The Developing Adult: Biological and Psychosocial Perspectives

Introduction

The study of adult development is a relatively new field. Unlike childhood and adolescence, which had become fairly established fields of study by the turn of the twentieth century, focused attention on adulthood as a specific phase of life did not come about until after the second World War. As a consequence, we know far less about the process of development during adulthood than we do about childhood and adolescence. Nevertheless, both the biological and behavioral aspects of adulthood are now rapidly expanding fields of study. This is particularly true for the older years of adult life and the process of aging.

In the introductory segment of this course, we will examine the concept of adulthood as defined in biological and psychosocial terms. We will try to answer questions such as: What is it that makes one an adult? Are there different stages of adulthood, and what do these consist of?

Even though adulthood encompasses most of our life span, it can only be understood as part of the human life cycle as a whole beginning with birth (or even conception) and ending with death. Therefore, we will need to place adult development in this broader life cycle perspective even though the earlier stages of development fall outside the scope of this course.

We will approach the issues in adult development from a multidisciplinary perspective: biological, psychological, and social. Our lives are embedded in the physical realities of our bodies and brains. Yet, a purely physical understanding of who we are would be meaningless in human terms. Hence it is equally important to understand what it means to be an adult in psychological and social terms. Hence, we will consider these three components as complimentary rather than competitive in furthering our understanding of adult life.

Similarly, we will take an eclectic view in considering the various theoretical attempts to understand and explain adult life. Currently, there is no generally accepted theoretical model of human development (and perhaps there never will be). Hence we shall pick and choose whatever seems to make the most sense with respect to a particular facet of adult development.

Every human being is ultimately unique. Yet, if we are going to understand human beings as a group, we will necessarily have to generalize. This will mean describing, for instance, patterns of career or family development which will apply to large numbers of individuals. And since this course encompasses virtually all of human life, we will have to be highly selective in what we choose to include in these lectures. It is my hope that much of what I have to say will be applicable to our lives of most of the students. Yet it is highly unlikely that every-one of us will be able to recognize ourself in the patterns being described each and every step of the way.

In addition to introductory statements to each of the five sections of this guide, you are provided with additional information for each lecture. First, you are told what the objectives of the lecture are. Then the lecture outline provides a more detailed schedule of what will be covered. The readings for each lecture are organized in three levels. Readings in level one are the most general, typically consisting of a chapter from a book which deals, for instance, with career choice and development. There are two textbooks which we will rely on most heavily for this purpose and they will be introduced in the readings of chapter one. You may actually find it useful to purchase one of these texts because many of the issues discussed in the lectures are elaborated more fully with respect to the research data in those texts. Readings under level two are more specialized, consisting of books or articles that deal with career issues only. Readings under level three are more specific still, dealing with the work of one particular author.

Finally, a set of questions, some objective, others of an essay type, will test your comprehension of the more salient topics covered in each lecture.
Lecture One
The Concept and Study of Adulthood

Objectives

1. How can we best understand the human life cycle in general and adulthood in particular? Should we think of it as one continuous and seamless entity or one segmented by phases and stages? If we compare the progress of a human life to the course of a river from its source in the mountains to its destination in the sea, what we clearly have is one uninterrupted entity. Yet this one and the same river looks and behaves very differently when meandering peacefully through a plain during one phase of its journey and tumbling down over a precipice in another. Is it the same with human life? Are stages like childhood, adolescence, adulthood, and old age different facets of the same life? Are they sufficiently different to be thought of as distinct periods with their specific characteristics? Can adulthood itself be divided into its own substages, and if so, on what basis can these divisions be made? In short, our first objective is to understand what adulthood is and how best to conceptualize it within a broad life cycle perspective.

2. Our second objective is to describe some of the important defining elements that characterize human development. We will look in particular at three issues. The first is the meaning of time. We all know what time is, yet we would be hard pressed to define it with any precision. So we will try to understand the concept of time both in terms of its historical background and its more modern conceptions.

The second issue is the seemingly contradictory interplay between constancy and change. A person in childhood is very different than his or her adult self while remaining the same human being. Hence, how can we reconcile the seemingly contradictory processes of constancy and change in adult development?

The third defining element is another seeming contradiction between similarity and variance. As human beings, we share many common characteristics, yet no two of us are exactly the same. So we shall examine what is it that makes us biologically and psychologically one of a kind as well as being one of many.

3. Our last objective is to learn about the various methods by which adulthood has been studied and the theories that have been derived from these studies so as to present a coherent account of adult development. We shall consider how useful these theories are in explaining the course of adult life.
You have a choice of two textbooks on adult development. They basically cover the same ground but with somewhat different emphasis on various topics. The two textbooks are *Adult Development and Aging*, second edition, by John C. Cavanaugh (Brooks/Cole, 1993). The second text is *The Journey of Adulthood*, third edition, by Helen Bee (Prentice Hall, 1996).

Here on, we shall refer to these books as *Bee* and *Cavanaugh*.

**Level one:**
- *Bee* Chapter 1 or *Cavanaugh* Chapter 1.

**Level two:**
- *Bee* Chapter 2 or *Cavanaugh* Chapter 2.

**Level three:**
- *Adaptation to Life*, G.E. Vaillant (Little, Brown, 1977)
- *The Seasons of a Man’s Life*, by D. J. Levinsohn (Knopf, 1978)

**Essays Topics**

1. Discuss the three varieties of “time” that characterize the life-span.
2. Compare and contrast cross-sectional and longitudinal methods of studying adult development.
PART I: TRANSITION TO ADULTHOOD

The transition from childhood to adulthood constitutes a critical phase in the development of each individual. It is during this process that we attain physical, sexual, psychological and social maturity that allows us to function as adult members of society.

The biological aspect of development to adulthood constitutes puberty, while the psychosocial process of development is designated as adolescence. Currently, in industrialized countries like the United States, this transition to full adulthood typically takes up the full decade between age 10 and 20. There are differences, however, in this respect between various individuals, based on some biological but mainly socially determined differences. For example, the teenager who drops out of high school and goes to work obviously will have a very different pattern and schedule of development to adulthood than the person who goes on to college followed by graduate school. Similarly, a young woman who marries at 17 and settles to raise children will differ in many respects from another woman who goes to medical school and delays parenthood into her early thirties.

In the following four lectures, we will consider the four major facets of this process of attaining adulthood. First we will look at physical development whereby boys and girls are transformed into young men and women. In addition to the general bodily changes, we will be especially concerned with sexual maturation, which is in many ways the single most critical distinction between children and adults. After we have described what these changes consist of, we will consider the hormonal and other mechanisms that are responsible for bringing them about.

Although not as dramatic, changes in cognition and mental functions during adolescence are no less important than physical maturation in transforming the child into an adult. Hence, we shall examine developmental changes in thinking patterns which endow the growing individual with a greater capacity for tackling the complex tasks of more advanced reasoning. This is also the time whereby educational attainments establish the necessary foundations for higher learning in college, which in turn will steer individuals into various career tracks and the attainment of adult occupational roles.

The next major area has to do with the development of the sense of self along with peer and family relationships. As youngsters progress through the second decade, their relationships with their parents and siblings undergo important changes. This typically takes the form of gradual independence, eventually leading to separation from the family and the establishment of one's own family. Simultaneously, there is an increasingly greater emphasis on peer relationships which makes this transition easier.

Just as the individuals are making educational and career choices during the second decade that will largely determine their occupational future, they are simultaneously establishing the relationships that they will have as adults with friends, lovers, spouses as well as maintaining their relationship with parents and siblings. In short, it is during the second decade that we establish much of the foundations of our subsequent adult lives.
Lecture 2
Physical Development in Puberty

Objectives

1. The first objective of this lecture is to provide a clear understanding of the physical changes of puberty. What is entailed here is no less than a virtually total transformation of the body over a period of several years. We will concern ourselves, however, with only the most important changes that transform the child's body into that of the adult. These will include the growth spurt in height with the concomitant increase in weight. We will then examine the development of primary sexual characteristics (changes in the reproductive system) as well as the appearance of secondary sexual characteristics (breasts, pubic hair, facial hair and the like).

2. The time schedule by which these changes take place is our next topic. Even though no two individuals develop on exactly the same schedule, there are well-established patterns of development which make it possible to predict for most youngsters which tissues will undergo what changes at what age. This provides us with a maturational schedule in addition to the chronological time frame of development.

3. Gender differences: Girls and boys undergo basically similar changes through puberty. But there are also a number of important differences that set them apart. For instance, girls typically enter puberty earlier than boys, and the consequences of pubertal development on musculature and various physiological functions is significantly different for girls than it is for boys. As a consequence, most of the physical differences between males and females are established during puberty. Hence we need to understand what these differences are and the ways in which they impact on the subsequent lives of women and men.

4. In understanding the process of puberty, we need to go beyond the descriptive level of what happens and examine the underlying physiological processes that make these changes possible. So our next objective is to understand the neuroendocrine factors that control puberty with respect to its onset and the particular maturational sequences among males and females.

5. Our final objective is to examine the wide range of variation by which individuals attain maturity. We will first examine the considerable range within which youngsters normally develop and then look at the more extreme examples of precocious or delayed development, and the psychological reactions to these differences among girls and boys.

Outline

A. Patterns of growth and development
   1. General
   2. Neural
   3. Lymphoid
   4. Genital

B. Schedules of pubertal change
   1. Female
   2. Male

C. Development of the body
   1. Height
   2. Weight
   3. Musculature and strength
   4. Physiological systems
   5. Reproductive organs

D. Neuroendocrine control of puberty
   1. Onset
   2. Male hormones
   3. Female hormones

E. Developmental Variance

F. Concerns with body image
   1. Anorexia
   2. Steroid abuse

Readings

Level 1:
The most accessible sources for learning more about puberty are textbooks on developmental psychology, all of which deal with these issues. See, for instance, Developmental Psychology: Childhood and Adolescence, third ed., by D. R. Shaffer (Brooks/Cole, 1993).

Level 2:
For a more extensive discussion of sex hormones and their role in pubertal development, see Ch. 4 in Fundamentals of Human Sexuality, fifth edition, by H. A. Katchadourian (Holt, Rinehart and Winston, 1989).

Level 3:
Lecture Three
Sexual Maturation and Behavior

Objectives

1. The single most critical biological event in the transition from childhood to adulthood is sexual maturation which enables the individual to reproduce. Our first objective in this lecture is therefore to understand how the process of sexual maturation occurs and what its manifestations are in physiological terms. We will focus in particular on the menstrual cycle.

2. From the physiology of sexual maturation we move to sexual behavior. Our objective is to understand the relative contributions of hormonal factors and socialization in determining the nature and prevalence of the variety of sexual experience during adolescence.

3. An important correlate of sexual behavior is gender identity, or an individual’s sense of masculinity or femininity. Another dimension in the shaping of sexuality during adolescence is sexual orientation, which determines a person’s preference for opposite sex or same sex partners. Both with respect to gender identity and sexual orientation we will explore possible biological determinants as well as psychosocial factors that have a bearing on these issues.

4. These fundamental and critical changes during puberty and adolescence enormously expand an individual’s capacities and potential for living a fulfilling life as an adult. But at the same time they carry enormous risks with lifelong consequences. We will be particularly concerned with the health consequences of teenage pregnancy, sexually transmitted diseases and sexual coercion.
A. The menstrual cycle
   1. Endometrial changes
   2. Maturation of the ovum
   3. Hormonal control
B. Sexual behavior
   1. Hormonal basis
   2. Sexual scripts
   3. Sexual experience
C. Gender identity
   1. Biological determinants
   2. Social construction
D. Sexual orientation
   1. Heterosexuality and homosexuality
   2. Biological roots
   3. Psychosocial factors
E. Health risks
   1. Pregnancy
   2. STD
   3. Sexual abuse or coercion

Essay Topics
1. What are “sexual scripts?” How are they related to hormonally based explanations of sexual behavior?
2. What is the difference between gender identity and sexual orientation?

Readings
Level 1:
The sources cited for Ch. 2 are also applicable to Ch. 3 since physical development and sexual maturation are typically discussed together as a unit. In addition to texts in developmental psychology, college level textbooks of biology are a good source of learning further about the reproductive system in general, which includes sexual maturation and topics like the menstrual cycle. See, for instance, Life: The Science of Biology, fourth ed., by W. K. Purves, G. H. Orians and H. C. Heller. (W.H. Freeman, 1995)

Level 2:
Ch. 9 in Fundamentals of Human Sexuality, fifth ed., by H. A. Katchadourian, deals more specifically with sexual development and behavior in adolescence.

Level 3:
The Social Organization of Sexuality, by E. O. Laumann, J. H. Gagnon, R. T. Michael, and S. Michaels (University of Chicago Press, 1994) has the most comprehensive and current information on sexual practices in the United States. Although the book does not specifically focus on adolescent sexuality, there is a fair amount of information that is pertinent to it. A shorter, less technical volume based on the same research is Sex in America, by R. T. Michael, J. H. Gagnon, E. O. Laumann, and G. Kolata (Little Brown, 1994).
Lecture Four
Intellectual and Emotional Development

Objectives

The gains in intellectual and moral development that are experienced during adolescence may be less dramatic or obvious than the physical transformation in puberty. Yet, these more subtle changes are no less important. The central objective of this chapter is to trace these developmental patterns along four dimensions.

1. Cognitive maturation: In what ways does the capacity for thinking expand during adolescence? Do adolescents simply know more than children or do they develop qualitatively different thinking abilities? We shall respond to these questions through Piaget’s theory of stages of cognitive development and then expand these insights into the realm of social cognition and the impact of schooling.

2. Social Cognition makes possible a better understanding of social experiences and relationships. We shall examine how this is influenced by cognitive development.

3. How do schools provide the learning environment which furthers cognitive growth?

4. Religious and legal doctrines have widely recognized the fact that children cannot be held accountable for their own actions. When is it, then, that an individual can be morally held accountable for what one does? We shall approach this issue primarily through Kohlberg’s theory of moral reasoning, which itself is based on the process of cognitive maturation.

Outline

A. Cognitive maturation (Piaget)
   1. Sensori-motor stage
   2. Pre-operational stage
   3. Concrete-operational stage
   4. Formal Thought

B. Social Cognition

C. Schooling

D. Moral reasoning (Kohlberg)
   1. Pre-conventional
   2. Conventional
   3. Principled

Readings

Level 1:
Textbooks of developmental psychology treat subjects of intellectual and moral development in thorough detail. See, for instance, Ch. 7 in Shaffer or Ch. 3 in Developmental Psychology, by W. A. Collins and S. A. Kuczaj (McMillan, 1991).

Level 2:
“Adolescent Thinking” by D. P. Keating, in At the Threshold, pp. 54-89.

Level 3:
References to the work of Piaget, Kohlberg, and other theorists can be found in Bee and Cavanaugh.

Essay Topics

1. What is the developmental basis of Kohlberg’s theory of moral reasoning? What are its three major stages?

2. Given the problems in the quality of schools, how can children be assured adequate learning environments?
Lecture Five
The Self and Others

Objectives

1. One of the ways in which adults differ from children is through their greater self awareness. How does this sense of the self and the sense of identity develop during the transition to adulthood? In this context, we will also examine the egocentricity and self-consciousness of adolescents, their relationship to social norms and their expanding time perspective.

2. The interactions of adolescents and their parents are often portrayed as rebellious and conflicted. Yet, more current research challenges this view and portrays the dealings of adolescents and their parents as basically harmonious more often than not. Nonetheless, there is no denying the fact that going through adolescence does involve a good deal of change and redefinition of one’s relationships with parents, and change typically entails a certain degree of tension and friction. Our objective here will therefore be to obtain a balanced view of how adolescents do in fact gradually redefine their relationships with parents (and vice versa) and eventually reestablish their relationships with them on an adult-to-adult basis.

3. Peer relationships in adolescence, as well as perceptions of the youth culture, are similarly loaded with dramatic and often conflict-ridden stereotypes. This is partly a residue of the turbulent Sixties as well as due to the serious social problems which a substantial number of adolescents continue to experience. Nonetheless, peer interactions in adolescence have also a highly positive and essential role in the progression to adulthood. Our objective is therefore to get a clearer understanding of peer relationships in adolescents based on the nature of peer groups and their functions in providing their members with status, recognition, a setting for experimentation, and similar opportunities.

Outline

A. Sense of self
   1. Self-consciousness
   2. Egocentricity
   3. Relationship to social norms
   4. Time perspective - consequences of actions

B. Sense of Identity (Erikson)
   1. Precursors and residues
   2. Outcomes (positive, negative, foreclosed, and confused)
   3. Psychosocial moratorium

C. Relationships with parents
   1. Historical - absolute paternal authority
   2. “Storm and stress” (Hall)
      a. Rebellion normative (A. Freud)
      b. Individuation -> separation
   3. Current view
      a. Harmony the norm
         1. Detachment without alienation
         2. Continuous with childhood
      b. Decreased:
         1. Engagement
         2. Communication
      c. Change in power relations
         1. Conflict over clothes, lifestyle, control, responsibility, school work
   4. Conflict resolution
      a. Negotiation
      b. Withdrawal
      c. Confrontation

D. Relationships with peers
   1. Peer groups
      a. Institutional (clubs)
      b. Cliques - interaction-based
      c. Crowds - collections of similar types (nerds, jocks, druggies)
   2. Functions of peer groups
      a. Primary status (independent of family)
      b. Recognition - feeling needed and valued
      c. Haven from adult world - shared interests and problems
      d. Setting for experimentation and learning
      e. Pressure for conformity
      f. Romantic and sexual partners
Readings

Level 1:
Bee and Cavanaugh discuss Erikson's developmental model. Shaffer discusses the family (Ch. 15) and peer relationships (Ch. 16) as part of “the ecology of development.” Collins and Kuczaj discusses social relationships and behavior in adolescence are discussed in a more focused and concise fashion (Ch. 17).

Level 2:
At the Threshold, has more advanced yet readily accessible chapters on all of the issues discussed in this lecture. These include “Peer Groups and Peer Cultures,” by B. B. Brown; “Friendship and Peer Relations,” by C. R. Savin-Williams and T. J. Berndt; “Coming of Age in a Changing Family System,” by F. F. Furstenberg; and “Autonomy, Conflict, and Harmony in the Family Relationship,” by L. Steinberg.

Level 3:
There is an extensive research literature in this area, for which see the sources cited by the references in Level 2.

Essay Topics

1. How do the relationships of parents with their children change during adolescence?
2. Discuss the types of peer groups and their functions.

PART TWO: YOUNG ADULTHOOD

Having successfully completed the transition to adulthood, the individual enters the phase of young adulthood which generally spans the ages between 20 and 40. This is a period of time twice as long as that of the phase of transition to adulthood and like it, encompasses a considerable range of developmental maturation. Although the differences between those aged 20 and 40 may not be so dramatic as those between age 10 and 20, they are nonetheless considerable. The typical 20 year old American man or woman is usually either still getting educated or beginning to be newly established in a work role. Most of them are not yet married or parents. By contrast, 40 year old men and women have long been established in their careers as well as having settled down into their family lives. Therefore, when we refer to “young adults” we are not talking about a homogenous population of individuals but those whose developmental trajectories encompass a number of common developmental challenges, choices and accomplishments.

When Freud was asked what the basic tasks or purposes in life were, he is said to have replied, “Work and love.” While there may be more to life than these two objectives, there is no denying that for the majority of (albeit not all) young adults, work and love constitute the basic preoccupations of their lives. Work entails the choice of an occupation or a career and becoming established in it, while love is typically experienced by the majority of women and men through the choice of a spouse and the joys and burdens of parenthood.

In the following four lectures, we shall mainly be engaged in the exploration of these two basic themes of work and love. Lecture 6 will focus on the nature of work historically and in contemporary society. It will examine the factors that go into career choice with respect to both individual as well as social variables. We shall then look at the stages that careers follow as the individual embarks on an occupational trajectory. Finally, we will look at what constitutes career success and satisfaction as well as obstacles to attaining these aims.

Lectures 7 and 8 deal with the more intimate and personal side of the equation. In lecture 7, we first examine the nature of love in general terms and then turn to the experience of romantic love. Then we look at more current attempts at reinterpreting the experience of love. Lecture 8 takes up the topic of marriage and parenthood. We explore the subject of marriage in ways similar to that of career. Namely, we begin with exploring the process of marital choice followed by the various courses of marital relationship and satisfaction. Cohabitation and singlehood are in turn examined as alternatives to marriage. The discussion of parenthood then considers the arguments for and against having children and the impact of parenthood on marital satisfaction for young couples. Since young adults are still very much engaged with their own parents, that facet of their life will also deserve some scrutiny.
In Lecture 9, we address the issue of marital satisfaction and return to the themes of career and family this time with the specific objective of examining their interrelationships. Currently, the single most important challenge for young professional men and women is the reconciling of the simultaneous demands of career and family. This is why we devote special attention to these issues.

Lecture 6
Career Choice and Development

Objectives

1. Our first task is to obtain a broad understanding of the nature of work and the ways in which the needs and motivations for working have evolved over time.

2. One of the most important decisions that each of us has to make is the choice of an occupation. Unlike during much of human history when people had very limited choices, currently, young men and women are typically confronted with a wide variety of alternatives for pursuing their vocational lives. So we need to understand the various factors that enter into such choices, including one’s assets and liabilities as well as the opportunities provided to us by the social environment.

3. Having made a career choice, how does the individual go about acquiring the necessary proficiency in it through further education or training? What are the various patterns that specific classes of occupations tend to follow? How bound are young adults to staying on course with their original choice and how much room is there for shifting careers during young adulthood?

4. All of us embark on our chosen careers with the expectation of being successful at it. But what does occupational success mean? In exploring this issue, we will examine the considerations of income, social mobility and career satisfaction that go beyond material benefits. And in closing, we will look at factors that enhance career development or impede its progress.

Outline

A. Historical perspective
   1. Nature of work
   2. Differentiation of labor
   3. Types of work

B. Career choice
   1. Components of career choice (Krumboltz)
   2. Personality types and work (Holland)

C. Career patterns
   1. Career concepts (Driver)
   2. Career stages (Super)

D. Career success
   1. Income and social mobility
   2. Career satisfaction
   3. Obstacles to career development
Readings

Level 1:
Bee, Ch 9: “Work and work roles in adulthood”; Cavanaugh, Ch. 11: “Work, leisure and retirement.”

Level 2:
Cream of the Crop: The Impact of Elite Education in the Decade After College, by H. Katchadourian and John Boli (Basic Books, 1994)

Level 3:

Essay Topics

1. Critique Michael Driver’s “career concepts.” What gender differences may make it more applicable to men than women?
2. How would you explain the process of career choice? How does your own experience compare to the Krumboltz model?

Lecture Seven

Intimacy and Love

Objectives

1. Our first task is to obtain a general understanding of what love is. To this end we will look at how love has been conceptualized in different cultures such as ancient Greece as well as what modern attempts at its understanding come up with, ranging from its evolutionary origins to its developmental patterns.

2. Many of us equate the experience of love with that of “falling in love.” So our next task is to gain a better understanding of the nature of the falling in love experience with respect to its onset, course and characteristics. We will then turn to more current attempts by psychologists to examine the more varied facets of love in addition to the experience of being in love. We will dwell in particular on Sternberg’s model of love, consisting of intimacy, passion, commitment, and their combinations.

3. Love is a highly cherished experience, yet it has its pathological aspects, of which we will examine two: addictive love and jealousy.

4. Finally, we will look at the various ways in which the love relationship can be kept alive through the course of life.

Outline

A. Nature of love
   1. Evolutionary roots
   2. Developmental aspects
   3. Cultural interpretations
B. Romantic love (Tennov)
   1. Course and characteristics
   2. Sexuality and love
C. Sternberg’s model of love
   1. Intimacy
   2. Passion
   3. Commitment
   4. Combinations
D. Pathology of love
   1. Jealousy
   2. Love addiction
E. Keeping love alive
Readings

Level 1:

Level 2:
The Psychology of Love, R. J. Sternberg and M. L. Barnes, eds. (Yale University Press, 1988). This volume includes contributions by most of the well known investigators in this area.

Level 3:
The chapters in Sternberg have specific references to the research literature with respect to the work of the various authors represented.

Essay Topics

1. How do the conceptions of love in ancient Greece compare with our views in the modern world?
2. How can you explain the side appeal of the falling-in-love experience? What possible biological, psychological and social functions does it serve?

Lecture Eight
Marriage and Parenthood

Objectives

Over 90% of American men and women marry at least once during their lifetime and most people who marry do so for the first time during young adulthood. By the same token, 90% of those who get married will have children, most of whom are born when their parents are in their young adult years. Therefore, both marriage and parenthood are part of the basic life experiences of the great majority of individuals. On the other hand, not everyone gets married, and an increasingly higher proportion of children are now born out of wedlock. Thus, marriage and parenthood are no longer seen as a normative part of adult development for everyone.

1. We begin with a general consideration of the institution of marriage both in historical and contemporary terms. We will examine in particular the sexual, psychological and social considerations in why people marry or choose not to do so.

2. How one goes about choosing a spouse is a question of great interest as well as of much importance since making the “right choice” is clearly one of the critical determinants of marital satisfaction. So we need to understand what is it that goes into these critical choices and what are the theoretical models that purport to explain this process of selection.

3. Since not everyone gets married, what accounts for one’s unwillingness or inability to find a spouse or remain single?

4. Finally, we explore the experience of parenthood by considering arguments for and against it and finally turn to the increasingly common phenomenon of single parent families.
Outline

A. The institution of marriage
   1. Marriage and its alternatives
   2. Contractual basis
   3. Sexual considerations
   4. Psychological considerations
   5. Social considerations
B. Marital choice
   1. Propinquity
   2. Monogamy
   3. Market model
   4. "Filter" theory of choice
C. Singlehood
   1. The never married
   2. The widowed
   3. The divorced
D. Parenthood
   1. Arguments for
   2. Arguments against

Readings

Level 1:
Bee. Ch. 8, "Development of relationships in adulthood." Cavanaugh, Ch. 10, "Relationships." Katchadourian, Ch. 17, "Marriage and its alternatives," pays greater attention to the sexual component.

Level 2:
Family in Transition, 5th ed., A. S. Skolnick and J. H. Skolnick, eds. (Little, Brown, 1986). Articles by well known authorities in the field on various facets of marriage and parenthood with special emphasis on changing patterns.

Level 3:

Essay Topics

1. What are the arguments for and against marriage in sexual, psychological and social terms?
2. Discuss the "filter" theory of marital choice. Does it work the same way or equally well for men and women?
Dr. Herant Katchadourian is Professor of Psychiatry and Behavioral Sciences, Professor of Human Biology and Professor of Education (by Courtesy) at Stanford University, where he has also served as Dean of Undergraduate Studies and Vice Provost for Undergraduate Education.

An honors graduate of the Medical School of the American University of Beirut, he first came to the United States in 1958 as a resident in psychiatry at the University of Rochester, NY. After a year at the National Institute of Mental Health in Bethesda, MD he returned to Lebanon, where, he conducted studies in the epidemiology of psychiatric illness. He joined the Stanford faculty in 1966.

Professor Katchadourian is the author of Fundamentals of Human Sexuality. Now in its fifth edition, it has been translated into French, Spanish, Portuguese, and Chinese. He is also the author of The Biology of Adolescence; Human Sexuality: Sense and Nonsense; Fifty: Midlife in Perspective (translated into Greek); and co-author (with John Boli) of Careerism and Intellectualism Among College Students, and Cream of the Crop: The Impact of Elite Education in the Decade After College. He is editor of Human Sexuality: A Comparative and Developmental Perspective (translated into French). In addition, Dr. Katchadourian has authored book chapters and journal articles in the fields of cross-cultural psychiatry, adult development and related fields.

Over the past three decades, some 20,000 students have attended his courses. He has been selected six times Outstanding Professor and Class Day Speaker by Stanford seniors. He received the Richard W. Lyman Award of the Stanford Alumni Association in 1984; the Outstanding Teacher award of the Association of Students of Stanford University in 1992; and Dinkelspiel Award for service to undergraduate education in 1993.
Lecture Nine
Marital Satisfaction

Objectives

1. Being happily married is the avowed aim and expectation of all couples who marry. Yet 50% of marriages end up in divorce. Even though 80% of those divorced get remarried within three years, 40% of remarriages break up again. Our task will be to explore the positive and negative factors that contribute to marital satisfaction or to its lack.

2. During much of human history and virtually in every culture, men and women have been generally expected to perform different functions and perform different roles within the home and in the workplace outside it, as well as sharing in some roles and responsibilities. During the period following the second World War, this pattern has undergone dramatic changes with the influx of larger numbers of women into the labor force and their entrance in numerous occupations that have traditionally been considered to be in the male domain. This has vastly expanded the occupational opportunities and accomplishments of women, yet at the same time it has created new challenges which young couples are currently struggling to deal with.

3. One of the most difficult challenges currently facing young couples today, especially those with young children, is integrating the simultaneous demands of career and family. This is an issue that affects all members of the family, yet it has disproportionately more impact on mothers, whether they stay home to care for their children or work outside of the home and rely on others to help bring up their offspring. We shall try to understand what these challenges are in blending career and family life and the various means by which couples come to terms with these multiple requirements. Our primary focus in this respect will be on well educated dual career families in young adulthood, especially those with young children.
Outline

A. Marital Satisfaction
   1. Personality Factors
   2. Parents
   3. Shared Values
   4. Life Circumstances
   5. Resolving conflicts
B. Divorce
   1. Reasons for divorce
   2. Impact of divorce
   3. Single parents
C. Gender and occupational choice
   1. Traditional patterns of division of labor
   2. Current patterns of career choice
D. Blending career and family life
   1. Separation
   2. Accommodation
   3. Compromise
   4. Conflict

Readings

Level 1:
Bee, Ch. 7, "Sex roles and family roles over the adult years."

Level 2:
Katchadourian and Boli, Ch. 8, "Transition to Parenthood," by A. Rossi, in
Families," by S. N. Dornbusch and K. D. Gray in Feminism, Children and the New

Level 3:
Transition to Parenthood: How a First Child Changes a Marriage, Why Some
Couples Grow Closer and Others Apart, by J. Belsky and J. Kelly (Delacorte,
1994). When Parents Become Partners, by C. P. Cowan and P. A. Cowan (Basic
Books, 1992). No Man's Land: Man's Changing Commitments to Family and
(Viking, 1989). Women and the Work-Family Dilemma, by D. J. Swiss and J. P.

Essays Topics

1. How have gender roles changed in the labor force since the industrial
   revolution?
2. Should biological factors play any role in choosing careers?
3. What are the advantages and liabilities in establishing “mommy tracks” in
   the professions?
4. How do dual career families in the professions currently reconcile the
   demands of work and family?
5. What would you advise a young couple about to be married on how to
   deal with the above issues ahead of time?
PART THREE: MIDLIFE

The idea of middle age, and in particular, the notion of a “midlife crisis” are relatively new concepts. And it is as yet unclear what it is that they exactly represent. The one unequivocal fact is that women go through the menopause at around age 50, but the psychological and social significance of even that biological event is constantly being reinterpreted.

Though relatively few people live to be 100, age 50 has now become fixed in the popular imagination as the midpoint of the life span. It is far more meaningful, however, to approach midlife not as a fixed point but as a phase of adulthood stretching over a period of time during which certain normative and fairly predictable changes are expected to take place in the lives of most women and men. By that reckoning middle adulthood would stretch between age 40 and 60 (some push it to 65) thus representing the segment of life between young adulthood and late adulthood (or what used to be called “old age”).

Relative to the decade of adolescence and the two decades of young adulthood, relatively less happens during the middle years in developmental terms. Thus the physical and psychosocial differences between a group of 40-year-olds and 60-year-olds are less striking than the corresponding differences between a group of 20-year-olds and 40-year-olds (let alone 10-year-olds and 20-year-olds). By the time a person reaches the middle years, his or her life is fairly well set in its course, even though that does not preclude a variety of changes, some of which might be quite dramatic.

One of the ways in which individuals in middle adulthood differ from those in the younger and older segments is with respect to their sense of time. Time, in the form of the future, is full of promise and anticipation for young adults. Especially in the earlier part of this phase, young women and men must determine what they wish to do with their careers and personal lives and work hard to attain these aims. For those who are in late adulthood, their scripts of life have been largely played out. Even though a 60-year-old typically has a couple of decades of life ahead, these are not usually periods of great striving or change. Those in their middle years occupy an intermediate position. For a middle aged person, there is not enough time to do very much, yet there is too much time to do very little. This, in a nutshell is the time dilemma of middle age.

In our discussion of the middle years, we shall recapitulate some of what was said earlier for young adults as well as anticipate some of what will be said for older adults. This is because the midlife transition shares certain characteristics with the transition to adulthood, and like it may have a biological and psychosocial component. Moreover, we will take this opportunity to discuss sexual function and dysfunction as it relates to midlife as well as in a broader sense, because the roots of the changes in midlife go back to young adulthood and their consequences pervade the older years.
Lecture Ten
Midlife—Biological Aspects

Objectives

1. What do we mean when we say someone is “middle aged?” Did our grandparents or earlier generations think of themselves as being middle aged at any time during their lives? Is this a new idea, and if so, what is it that explains its emergence in contemporary American society?

2. What is the biological basis of middle age? For women, the quintessential event during this phase of life is the menopause. One of the main objectives of this chapter is to understand what the menopause is: what are its physiological roots, its symptoms and related manifestations? All women eventually have to go through the menopause, but does that mean that there is nothing that they can do about it with respect to dealing with its symptoms and health consequences? Estrogen replacement therapy is currently one of the hottest topics in discussions of women’s health, hence we will pay special attention to it in this chapter.

3. Men also undergo some hormonal changes during the middle years, but is there such a thing as a “male menopause?” This topic has attracted a lot of public attention and media hype. Does that mean that there is no substance to it whatsoever? Do the male hormones decline during the middle years, and what are the consequences of such decline to male physiological functions? These are the sorts of questions that preoccupy us in this lecture.

Outline

A. Concept of Midlife
   1. Historical
   2. Current
B. The menopause
   1. Physiological changes
   2. Symptoms
   3. Estrogen replacement therapy
C. Hormonal changes in the male
   1. Androgen decline
   2. Impact on physiological functions

Readings

Level 1:
Provides an overview of the concept of midlife as well as the various biological and psychosocial developments during it.

Level 2:
A spate of books on the menopause have appeared during the past few years which deal quite competently with the biological and psychosocial aspects of the menopause. See for instance Menopause, Naturally, by S. Greenwood (Volcano Press, 1992). The Silent Passage, by G. Sheehy (Random House, 1992). There are no current comparable books for men that I could readily recommend.

Level 3:
Menopause - Naturally has a list of more specialized sources dealing with the various aspects of the menopause.

Essay Topics

1. Mrs. Judy Somebody is a 49-year old woman who developed endometrial cancer and had a hysterectomy five years ago. Now she's suffering from severe hot flashes. As her "gynecologist," give three reasons why you would prescribe estrogen replacement therapy, and three negative side effects that she might experience if you place her on estrogen replacement therapy.

2. How can you explain, in evolutionary terms, the loss of reproductive ability in women, in midlife, but not men?
Lecture Eleven
Midlife—Transition and Crisis

Objectives

Whatever the biological factors shaping the middle years, important psychological and social changes characterize this phase of life, some of which are reactions to the biological changes and others quite independent of them.

1. Our first objective is to examine the psychological changes during the middle years, as part of a process of transition. How do the basic pursuits of career and family, established during the early adult years, fare during the period of middle adulthood? Where are the changes in career patterns among men and women? What are the changes that married couples experience in their relationships as they transit through the middle years? Finally, how do family relationships change both with respect to middle aged couples and their children as well as their own parents?

2. The notion of a “midlife crisis” has become part of our popular cultural perception. How much truth is there to the expectation that people in general and men in particular will more or less inevitably go through a period of conflict and crisis in their middle years?

3. Our final objective is to see how these two seemingly contradictory perceptions - mid-life - as transition or crisis -- can be reconciled.

Outline

A. Psychological development in midlife
   1. Time and interiority (Neugarten)
   2. Generativity (Erikson)
   3. Gender differences
B. Midlife as transition
   1. Career
   2. Family
C. Midlife as Crisis
   1. Levinson's model
   2. Major tasks
   3. Popular images

Readings

Level 1:
Bee addresses the changes in family roles and relationships (Ch. 7-8) and work roles (Ch.9) during the middle years.

Level 2:
Katchadourian, Fifty: Midlife in Perspective, examines psychosocial issues in midlife; and Gail Sheehy, New Passages, (Random House, 1995) approaches the various changes and redefinitions of social roles during the middle years from an optimistic perspective.

Level 3:
D. J. Levinson and associates, The Season's of a Man's Life (Knopf, 1978) has the most detailed description of the midlife transition among men.

Essay Topics

1. How do you account for the fact that different investigators come up with such diverse models of middle adulthood?
2. Given the uncertain evidence, why would the notion of a “male menopause” or “midlife crisis” gain such public attention?
Lecture Twelve
Sexual Function and Dysfunction

Objectives

We first approached the subject of sexuality in discussing the transition to adulthood, but had relatively less to say about sexual behaviors and relationships during early adulthood. In this lecture we shall compensate for that by providing an overview of the characteristics of the sexual response cycle and the changes it undergoes over time.

1. What is the basic physiology of sexual arousal and response and how do these processes change as the individual goes through the middle years? What is the effect of the menopause, as well as the hormonal changes in midlife men, on the body's basic capacity to function sexually?

2. Beyond the normal changes that women and men undergo in the physiology of sexual arousal and orgasm, what are the problems that cross into sexual dysfunction? How does sexual dysfunction vary between men and women with respect to causes and manifestations?

3. As we did earlier with respect to keeping love alive, our final objective is to examine ways in which men and women can maintain sexual interest and health, and should these attempts fail, what is available to them by way of therapy.

Outline

A. Sexual response cycle
   1. Characteristics of the male and female patterns
   2. Changes with aging
B. Keeping sex alive
C. Sexual dysfunction
   1. Sexual desire disorders
   2. Sexual arousal disorders
   3. Orgasm disorders
   4. Pain disorders
D. Treatment of sexual dysfunction
   1. Medical
   2. Sex therapy

Readings

Level 1:
Katchadourian, Fundamentals of Human Sexuality, discusses the sexual response cycle (Ch. 3) and sexual dysfunction (Ch. 5).

Level 2:

Level 3:

Essay Topics

1. Compare the sexual lives of men and women at midlife. How do they differ and why?
2. What are the ways of keeping sex alive?
PART FOUR: LATE ADULTHOOD

Aging has long been recognized as the natural consequence of growing old. Nonetheless, through much of human existence, relatively few people grew into old age. In addition to the very high levels of infant mortality, which drastically brought down the average life expectancy of a population, those who survived childhood typically still did not make it much beyond their thirties and forties. Even as late as the turn of the twentieth century, average life expectancy in the United States was below age 50. Yet by the last quarter of the century, the figure had gone up to 75, and continues to rise. By the year 2020, almost one out of five Americans will be aged 65 or older. For someone to live to be 100 used to be a source of wonder, yet currently some 50,000 individuals have attained that mark, and an estimated 1 million will do so in another fifty years. While increasing proportions of individuals will continue to live longer lives, there are definite limits to how long anyone can go on living, that absolute limit being somewhere around age 120.

The age limits of late adulthood are as arbitrary as those for earlier stages of life. To be consistent with that scheme, we will consider age 60 as the starting point of late adulthood, with the upper limits of longevity corresponding to its end. On the other hand, since traditionally age 65 has represented retirement, a great many statistics about the older population use that figure as the chronological marker. Furthermore, the important point to bear in mind for both middle adulthood and late adulthood is that despite consistent patterns for groups in these age brackets taken as a whole, there are tremendous differences between individuals within them. Thus even if we consider purely physical differences, it is possible to find a person in his or her sixties who is in better physical shape (in effect has a more “youthful” body) than some 40 year olds. Moreover, it is now increasingly common to split late adulthood into two segments: the "young-old" (65-75) and the "old-old" (75 or older), because these two age groups differ in important ways.

Like puberty, aging is first and foremost a biological process and one that we do not yet fully understand. Yet, the process of getting old cannot be fully understood in purely biological terms any more than becoming physically mature does. The psychosocial reactions to the process of biological aging are equally important, and further developmental changes may occur during late adulthood that has no direct link with biology.

Our purpose in this last segment of the course is to examine the key facets of late adulthood. In Lecture 13, we will begin by examining the demographics of the aging population and then go on to look at the biological and environmental factors that have a significant bearing on the aging process. We shall then consider the physical and physiological changes that accompany aging, affecting everything from our appearance to the function of our internal organs.

Aging is a natural and normal process and should not be confused with illness. Yet as we grow older we become more vulnerable to illness, which is why eventually everyone dies for one reason or another (most often due to failure of the cardiovascular system or cancer).

Currently, we have no way of stopping or reversing the ravages of time (and probably never will). Yet there is a great deal that we can do to keep as healthy as possible in our later years. A good deal of the differences between less or more healthy older individuals has to do with their lifestyles, both with respect to their exposure to harmful factors (such as stress, smoking and alcohol abuse) or the presence of healthful habits (such as proper nutrition and exercise).

Our next topic will be the psychosocial aspects of aging, which we will examine with respect to changes in mental functions, work roles and family patterns. Even more so than in the realm of biology, the extent to which we lead comfortable and rewarding lives in our older years is both a consequence of how we have lived our lives in earlier times as well as the particular choices we make during late adulthood.

In Lecture 15, we shall use the period of late adulthood as a vantage point to look back and examine the ways in which personalities change or remain stable over time. And we shall look at these issues particularly with respect to mental health and life satisfaction at the sunset of our lives.

Finally, our last lecture will deal with the end of life, both from the perspective of the dying person as well as those who must cope with the death of a loved one through grief and mourning. And for our culminating topic, we will look at the ways in which people have searched for the possibility of life beyond death.
Lecture Thirteen
Biology of Aging and Health

Objectives

1. Our first task is to gain a general understanding of the nature of aging with respect to possible biological factors and environmental variables. Even though we do not yet understand with any precision why people age, we do know a great deal about what this process of aging entails.

2. As a baseline for further discussion, we will need to understand what happens to the physical body and its physiological functions during the later years. Some of these changes which affect appearance (such as wrinkling of the skin, graying of the hair) have very little health significance, yet they are quite important to the individual's self-image. More importantly, there are distinct changes that affect the internal organs and their functions that must be understood as part of the normative process of getting older.

3. Ill health is probably the single most undesirable component of late adulthood which becomes increasingly significant as the individual moves into advanced old age. It is particularly important, therefore, to understand how illness becomes superimposed on the increasingly more vulnerable aging body. In addition to chronic conditions that affect the functions of the cardiovascular system or various forms of cancer that affect the aging body with increasing frequency, we also will need to pay special attention to serious disturbances of mental function in the form of Alzheimer's disease, which seriously handicap the lives of those afflicted with it, and their families.

4. Our last objective is to examine the ways in which we can maintain healthy and well-functioning bodies despite the increasing burden of getting old, through the avoidance of harmful practices and the exercise of helpful ones.

Outline

A. The nature of aging
   1. Demographics
   2. Biological factors
   3. Environmental factors

B. Physical and physiological changes
   1. Appearance
   2. Senses
   3. Internal organs

C. Aging and illness
   1. Changes in connective tissue
   2. Cardiovascular ailments
   3. Cancer
   4. Alzheimer's disease

D. Keeping healthy
   1. Stress
   2. Cigarettes and alcohol
   3. Exercise and nutrition
   4. Hormones

Readings

Level 1:
The physiological changes of aging are discussed in Ch. 3 and health considerations in late adulthood are dealt with in Ch. 4 of Cavanaugh.

Level 2:

Level 3:

Essay Topics

1. In what ways will American society change over the next several decades as the proportion of the elderly keeps increasing in the population?
2. Discuss the pathology of Alzheimer's disease, its symptoms, and problems in management.
Lecture Fourteen
Psychosocial Aspects of Aging

Objectives

1. Our first objective in this lecture is to examine the cognitive counterparts of the normal changes which typically accompany aging, with particular emphasis on changes in intelligence, memory and creativity.

2. For most individuals in industrialized countries like the United States, late adulthood eventually leads to the cessation of work through retirement. Although currently there are important changes in retirement laws and patterns, the fact remains that work roles and careers wind down and eventually come to an end during late adulthood. A related consideration is the question of finances. Since many individuals live now for one or more decades after they stop working, financial security for the maintenance of a comfortable life and being able to afford adequate healthcare are among the most serious sources of concern for older individuals.

3. Though some individuals continue to get married or divorced in late adulthood, the more typical change in the marital relationship is the result of the death of a spouse (more often the husband). Meanwhile, older individuals maintain their ties with their children far more often than not and enjoy new relationships with their grandchildren. These changing patterns of living arrangements and family interactions will close our inquiry in this lecture.

Outline

A. Changes in cognitive function
   1. Intelligence
   2. Memory
   3. Creativity

B. Work roles
   1. Career concerns
   2. Finances
   3. Retirement

C. Family patterns
   1. Marriage
   2. Grandparenthood
   3. Living arrangements
   4. Widowhood

D. Life Satisfaction
   1. The "young-old"
   2. The "old-old"

Readings

Level 1:
Cavanaugh has separate chapters on information processing, memory and intelligence which deal with the changes in cognitive function accompanying the aging process. The chapters in Bee which deal with family roles and work roles in adulthood (Ch. 7 and Ch. 9 respectively) also address at some length the typical patterns that unfold in late adulthood.

Level 2:
Everyday Memory and Aging: Current Research and Methodology, R. L. West and J. P. Simnett, eds. (Springer-Verlag, 1991)

Level 3:

Essay Topics

1. What sort of public policies would you propose with respect to work patterns and retirement limits for late adulthood?

2. What are the salient gender differences in how women and men grow old?
Lecture Fifteen
Personality—Consistency and Change

Objectives

1. A central theme of these lectures has been the presence of persistent and seemingly inexorable change throughout the lifespan. Yet we have also alluded from time to time to the constancy that permeates the individual’s life as he or she moves through the various stages of development. Thus, although we physically change through time, we nonetheless remain recognizable as the same individual. Is this also true of our personalities? The primary purpose of this lecture is to attempt to answer this question.

2. We shall begin the exploration of this issue by looking at theories and research that favor change. We will first consider Erikson then turn to the Grant Study. This study is of particular interest since it attempts to link the ways in which individuals adapt to the developmental demands of life and mental health.

3. We will then look at the opposite perspective that favors consistency of personality traits through life. The focus here will be on studies conducted by Costa and McCrae with respect to five key variables which serve as indices of personality traits.

Outline

A. The epigenetic model (Erikson)
B. Adaptation to life (Vaillant)
   1. Ego defenses
   2. Ego defenses and mental health
C. Consistency of personality traits (Costa and McCrae)
   1. Neuroticism
   2. Extroversion
   3. Openness to experience
   4. Agreeableness - antagonism
   5. Conscientiousness - undirectedness

Readings

Level 1:
“Personality and Moral Development” (Ch. 8) in Cavanaugh.

Level 2:
Personality Development in Adulthood, by L. S. Wrightsman (Sage, 1988).

Level 3:

Essay Topics

1. Is personality consistent over time during the life cycle? What personality changes can you expect as you move from early adulthood into middle adulthood, and from middle adulthood into late adulthood? Discuss from the perspectives of Costa and McCrae, compared to Vaillant.
2. What does Erikson mean by integrity versus despair being the phase-specific task of late adulthood?
Lecture Sixteen
Death and Mourning

Objectives

1. We shall begin with a historical overview of how death has been viewed, followed by modern conceptions.

2. We shall try to understand death from the perspective of the individual who knows he or she is going to do. We will look at perceptions of death including the fear of death and focus in greater detail on the stages of dying proposed by Kubler-Ross.

3. Death is inevitable and the eventual fate of everyone. But why do some people hasten this prospect by killing themselves? The objective here is to understand suicide with respect to its prevalence and causes and examine the currently highly controversial issue of physician-assisted suicide.

4. The death of a loved one has a compelling impact on the lives of those who stay behind. We shall try to understand the psychological processes of grief and mourning, by which individuals come to terms with the acute sense of loss engendered by the death of a significant individual.

5. Is death the end of life? Despite the lack of generally acceptable objective evidence, people in most cultures have held tenacious beliefs about the immortality of the soul, or a new form of life that goes on after death. Our final objective will be to examine the validity of scientific attempts to substantiate the existence of life after death and to look at the alternative religious perspectives which deal with the same issue on the basis of faith.

Outline

A. Coping with death
   1. Perceptions of death
   2. Fear of death
   3. Stages of dying (Kubler-Ross)

B. Suicide
   1. Prevalence
   2. Causes
   3. Physician assisted suicide

C. Grief and mourning
   1. Acute grief
   2. Mourning
   3. Pathological grief

D. Life after death?
   1. Attempts at scientific documentation
   2. Religious perspectives

Readings

Level 1:

Level 2:

Level 3:
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- A History of Hitler's Empire
- Literary Modernism: The Struggle for Modern History
- Is Anyone Really Normal? Perspectives on Abnormal Psychology
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- The New Testament: An Introduction
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- The Good King: The American Presidency Since the Depression
- The Mind of the Enlightenment
- Great Trials and Trial Lawyers
- Can the Modern World Believe in God?
- The Self Under Seige: Philosophy in the Twentieth Century
- No Excuses: Existentialism and the Meaning of Life
- Love and Vengeance: A Course in Human Emotion
- The Search for a Meaningful Past: Philosophies, Theories and Interpretations of Human History, Parts I-II
- Modern British Drama
- Freedom: The Philosophy of Liberation