



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



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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.

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.

Outline

- A. Adult development in life cycle context
 1. The concept of adulthood in historical perspective
 2. Biological and psychosocial components
- B. Defining elements of human development
 1. Time
 - a. Historical and cross-cultural views
 - b. Modern conceptions
 - c. Components (lifetime; social time; historical time)
 2. Constancy and change
 - a. Components of change
 - b. Components of constancy
 3. Uniformity and variance
 - a. Human universals
 - b. Differences (biologically based; socially based)
 - c. Determinants of variance (biological; cultural)
- C. Methods of study
 1. Cross sectional
 2. Longitudinal
 3. Time lag
- D. Theories of adult development :
 1. Erikson
 2. Vaillant
 3. Levinson
 4. Pearlin
- E. Predictability of developmental outcome
 1. Biological variables
 2. Psychosocial variables

ERIKSON'S STAGES OF THE LIFE CYCLE

VIII									INTEGRITY VS DESPAIR	8
VII									GENERATIVITY VS STAGNATION	7
VI									INTIMACY VS ISOLATION	6
V									IDENTITY VS IDENTITY CONFUSION	5
IV									INDUSTRY VS INFERIORITY	4
III									INITIATIVE VS GUILT	3
II									AUTONOMY VS SHAME, DOUBT	2
I									TRUST VS MISTRUST	1

Readings

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/Hall, 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:

Childhood and Society, second ed., E. H. Erikson (Norton, 1950)

Adaptation to Life, G.E. Vaillant (Little, Brown, 1977)

The Seasons of a Man's Life, by D. J. Levinson (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:

"The Role of Pubertal Processes" by J. Brooks-Gunn and E. O. Reiter in At the Threshold: The Developing Adolescent, S. S. Feldman and G. R. Elliot, eds. (Harvard University Press, 1990).

Essays Topics

1. What are the physiological gender differences that become exaggerated after puberty?
2. What are the psychosocial implications of differences in rates of development during puberty?

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.

Outline

- 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

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).

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?

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:

Career Choice and Development, by D. Brown, L. Brooks and associates (Jossey-Bass, 1990). This volume has individual chapters on the work of all of the theorists discussed in this chapter as well as others. A detailed examination of the impact of higher education can be found in How College Affects Students, by E. T. Pascarella and T. T. Terenzini (Jossey-Bass, 1991). Who Gets Ahead: The Determinants of Economic Success in America, C. Jencks, ed. (Basic Books, 1979)

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:

Fundamentals of Human Sexuality, 5th ed., by Katchadourian. Ch. 16, "Sexual intimacy and love."

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:

American Couples, by P. Blumstein and P. Schwartz (Morrow, 1983). A comprehensive study of intimate relationships in marriage, cohabiting couples and gay and lesbian relationships. Marriage, Divorce, Remarriage, by A. Cherlin (Harvard University Press, 1992).

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?

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