Course Description:
A survey of the major stages of the life cycle, emphasizing psychosexual, psychosocial, cognitive, and moral development, attachment, object relations, and the evolving self’s broadening experience of education, employment and career development; family and parenting; creativity and spiritual awakening.

Course Objectives:
• To provide a foundation for clinical work with children, adolescents, and adults.

• To promote self-awareness of the developmental challenges of each stage of life.

• To provide a grounding in the most influential theories of development, including those of Freud, Erikson, Klein, Fairbairn, Winnicott, Bowlby, Mahler, Stern, Piaget, Kohlberg, Gilligan, Levinson, Jung, and Vaillant.

• To cover material you will need to know to pass the MFT licensing exams.

• To examine gender differences in human development.

• To understand the importance of initiation and rites of passage during transitional stages such as adolescence and midlife.

• To explore transpersonal dimensions of human development.

• To critically assess theories of developmental psychology.

Course Requirements:
• Consistent class attendance (two absences maximum) and active participation in class discussions.

• Complete two midterm take-home exams, due on October 16 and November 13, and final paper, due December 11. Papers should be typed, double-spaced, and written in APA style. Please carefully edit and proofread all written work prior to submission.

• Do not email me your paper. If your paper is late, please turn in a hard copy of your paper at the next class. For your final paper, please include a self-addressed stamp envelope if you’d like me to return it to you.

• Demonstrate multi-cultural competency by including a cross-cultural component in at least one of your three assigned papers. For example, in writing your assessment or life-study of a child, an adolescent, or an adult, compare and contrast the individual studied with the typical life experience of a child, adolescent, and adult of another culture.

• Optional in-class presentation in which you give your personal response to that week’s reading material.
• Cell phones and pagers are to be turned off during class.

Grading:
Your classroom participation, midterm exams, and final paper are given equal weight in determining your grade for the course.

Required texts:
1) Reader of selected articles. Available from Simply Brilliant Press, 110 Sutter Street, San Francisco.

Additional recommended texts:

Readings marked with an asterisk (*) are optional.

September 4: Introduction to the course.
Overview of stages of development. Biological and environmental-cultural influences. From psychosexual to psychosocial theories of development.

Reading: Rathus, chapter 1.
  Instructor’s notes on Ernest Schactel, “On memory and childhood amnesia.”


Reading: Rathus, chapters 2, 3.
  W. Y. Evans-Wentz, selection from the *Tibetan Book of the Dead*.
  Jenny Wade, “Pre- and peri-natal consciousness.”
  Joseph Chilton Pearce, “Mother-child bonding; Bond-breaking.” *

September 18: Birth and the Newborn Baby. Object Relations theory.

Reading: Rathus, chapters 4, 5.
  Instructor’s notes on Stephen Mitchell & Melanie Black, *Freud and beyond*.
  Instructor’s notes on Ashley Montagu, *Touching: The human significance of skin*. 
**September 25: Infancy.**

**Reading:** Rathus, chapters 6, 7.
- Instructor’s notes on Margaret Mahler, *The psychological birth of the human infant*.
- Instructor’ notes on Daniel Stern, *The interpersonal world of the infant*.
- Daniel Stern, “Affect attunement.”
- K. Wong, “Baby talk beginnings.” *
- S. Boyles, “Baby talk may help infants learn faster.” *

**October 2: Early Childhood.**

**Reading:** Rathus, chapters 8, 9.
- Instructor’s notes on Jeremy Holmes, *John Bowlby and Attachment Theory*.
- Instructor’s notes on Melanie Klein. *

**October 9: Early and Middle Childhood.**

**Reading:** Rathus, chapters 10, 11.
- S. Vedantam, “Suicide link to meds seen in children.”
- E. Goode, “Troubling rise in preschoolers use of psychiatric drugs.”
- Instructor’s notes on E. Hallowell & J. Ratey, *Driven to distraction: Recognizing and coping with attention deficit disorder*.
- Allen Kanner, “Globalization and the commercialization of childhood.” *
- J. Groopman, “What’s normal: The difficulty of diagnosing bipolar disorder in children.”

**October 16: The Spiritual Life of Children.**

**Reading:** Thomas Armstrong, “Transpersonal experience in childhood.”
- Instructor’s notes on Robert Coles, *The spiritual life of children*.
- Instructor’s Notes on Edward Hoffman, *Visions of innocence: Spiritual and inspirational experiences of childhood*.

*First Midterm Take-Home Exam Due.*
October 23: Middle Childhood.

Reading: Rathus, chapters 12, 13.
Thomas Armstrong, “Seven learning styles in children.”
H. Gardner, “In a nutshell.”
Nancy Chodorow, “Gender identity (Oedipal crisis / resolution); Oedipal asymmetries.” *


Reading: Rathus, chapters 14, 15, 16.
Instructor's notes: “Piaget in a nutshell.”
Instructor's notes: “Piaget, Kohlberg, and the development of moral reasoning.”
Instructor's notes on Hilde Bruch, The golden cage: The enigma of anorexia nervosa.
Instructor's Notes on D.W. Sue & D. Sue, “Racial/Cultural Minority Identity Development.”


Reading: Carol Gilligan, Nona Lyons, and Trudy Hanmen (Eds.) Making connections: “Preface”; “Listening to voices we have not heard.” “Conceptions of separation and connection in female adolescents”; “Save the world, save myself”; optional chapters: “Normal female adolescent development and the development of eating disorders”; “Girl’s sexual choices: Looking for what is right.”
Instructor's Notes on R. R. Troiden, “The formation of homosexual identities.”
M. Jacobo, “Revolutions in psychoanalytic theory of lesbian development.” *
Instructor's Notes on K. Lewes, “A special oedipal mechanism in the development of male homosexuality.” *
D. Schwartz, “Is a gay Oedipus a trojan horse?” *


Reading: Steven Foster, & Meredith Little, “The vision quest: Passing from childhood to adulthood.”
Edith Sullwold, “The ritual-maker within at adolescence.”
Instructor’s notes on Erica Burman, Deconstructing developmental psychology.

Second Midterm Take-Home Exam Due.

**Reading:** Randy Magen, Sonia Austrian, Carolyn Hughes, “Adulthood.”
Instructor’s Notes on Daniel Levinson, *The seasons of a man’s life.*
Instructor's Notes on J. M. Lewis, “Marriage as a search for healing.”
Instructor’s Notes on J. M. Gottman & N. Silver, “The seven principles for making marriage work.”
Instructor’s Notes on P. Daniels and K. Weingarten, *Sooner or later: The timing of parenthood in adult lives.*
Selections from Gayle Peterson, *An easier childbirth: A mother’s guide to birthing normally.* *
T. V. Heineman, “A boy and two mothers: Beginning thoughts on the psychosexual development of children in nontraditional families.” *

**Other recommended readings:**

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**Reading:** Margie Lachman, “Development in midlife.”
Jan Stein & Murray Stein, “Psychotherapy, initiation, and the midlife transition.”
James Hall, “Personal transformation: The inner image of initiation.”
Greg Bogart, “Finding a life’s calling.”

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**December 4: The Interdependent Self. Vertical and Horizontal stressors in development. Cross-Cultural Perspectives on Development. Influences of Race, Gender, and Social Class.**

**Reading:** Betty Carter & Monica McGoldrick, “The expanded family life cycle: Individual, family, and social perspectives”; and “Self in context: The individual life cycle in systemic perspective.”
Instructor’s Notes on D.W. Sue & D. Sue, “Racial/Cultural Minority Identity Development.”

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**December 11: Theories of Aging. Disengagement, Activity, and Continuity Theories. Old Age and Death. Closing Circle.**

**Reading:** Patricia Kolb, “Developmental theories of aging.”
Lionel Corbet, “Transformation of the image of God leading to self-initiation into old age.”
Jane Hollister Wheelwright, “Old age and death.”
Instructor’s Notes on Stan Grof and Joan Halifax, “The human encounter with death.”
Instructor’s Notes on Stephen Levine, “Meetings at the edge.”

**Recommended:** Ram Dass, *Still here: Embracing aging, changing, and dying.*
Final paper due.

Write a brief life study. There are two options: 1) Describe the life-span development of a famous person whom you study through biography. 2) Interview an adult whose life you find interesting.

Use material from the readings to discuss this person’s passage through some of the stages of adult development—including notable milestones, difficulties, and achievements. How did these experiences affect the person’s development in later stages of life? You may also wish to project forward in anticipation of future stages of development. What issues do you expect to be particularly important, challenging, or rewarding to this person during midlife or in later life? Your paper should be approximately 10 pages. You may also refer to readings from the list of supplemental books.

As an alternate assignment, write about a central issue in adult development, such as Conscious Marriage, Parenting, Transformation in midlife, Divorce, Illness, Aging, Death and Dying. How will your knowledge of adult development influence your ability to provide counseling services to adults grappling with these issues?

Suggested books for additional reading on Adult Development:


**Additional readings on gender, sexuality, and trans-gender identity, in Supplemental Reader**
APA Format
I will briefly summarize two relevant features of APA format that you need to know for your papers. A detailed description of APA format is found at www.apa.org

First, your citations should be in the same format as I use in your reader. Look at the Contents page. That’s how your references section, at the end of your paper, should look. Citations are made in the body of your paper. For example, cite Rathus (2008), plus the page number, especially if you are using an exact quotation—for example, (Rathus, 2008, p. 102). The full bibliographic reference should appear at the end of your paper in a section with the subheading “References.”

Secondly, use subheadings throughout your paper to guide the reader through the different topics and sections of your discussion, e.g. Cognitive development; Autonomy; Attachment style, and so forth. Subheadings are used to mark transitions in the text and help you and the reader have a sense of the organization of the paper.

A good example of APA format in your Reader, illustrating both citations and subheadings, is found in the selected chapters from Caerter & McGoldrick, The Expanded Family Life Cycle. That’s a good model to imitate.

If you cite the instructor’s notes in your Reader, please cite the original text, not my notes. For example, cite “Mahler, 1975,” not “Instructor's Notes on Mahler.” The ideas come from Mahler, not from me. Since I cite no page numbers in those notes, none are required in your paper. Either paraphrase the original author’s ideas or you can cite the exact quotation and page number if I’ve indicated, through my use of quotation marks, that I’m quoting directly from the original text.

Bogart’s Grammatical Arcana
I. The words “that” and “which” are used differently. “That” is used in an essential clause of a sentence, meaning it is essential to the meaning of the sentence. “Which” is used in a non-essential clause of a sentence, and is preceded by a comma.

“The book that is on the table belongs to David.”

“The book, which was written by Erik Erikson, has a green cover.”

“Erikson’s book, which is sitting on the table next to David, is an inspiring treatise.”

“The chapter of Erikson’s book that you read this week is inspiring.”

“The paper [that] you turned in is brilliant.” [Here the word “that” could be omitted.]

“The paper, which answers all of the questions posed, is brilliant.”

II. The word “it’s” is a punctuation exception. “It’s” is only used to abbreviate “it is.” “It’s warm outside today.” “It’s not your fault.” To express possession in the English language, generally an apostrophe is used. “David’s car is blue.” But in the case of the word “it,” possession is expressed without the apostrophe. “I have read your paper thoroughly and its greatest strengths are its clear organization and concise summary of ideas.”

III. Effect and affect. Generally, “effect” is a noun and “affect” is a verb. “The music had powerful effect on me.” “The music affected me deeply.” However, occasionally “effect” is used as a verb. “It wasn’t until I began hypnotherapy that I was able to effect significant changes in my behavior.”

IV. “Oftentimes” is not a word. The correct word is “often” or “frequently.”
V. Subjunctive verb tense.
Incorrect: “If I would have.” Correct: “If I had.”

Incorrect: “If you would have listened to me. . . .”
Correct: “If you had listened to me. . . .”

Incorrect: “If I would have left home earlier I would have arrived on time.”
Correct: “If I had left home earlier I would have arrived on time.”

Incorrect: “If she would have applied for the job sooner she might have gotten an interview.”
Correct: “If she had applied for the job sooner she might have gotten an interview.”

Correct: “If we had discussed this reasonably then we might have reached an agreement.”