

Chapter 10: Constructing and Adult Life

Setting the Context	Constructing an Identity	Finding a Career	Finding Love
<ul style="list-style-type: none"> • Culture and History • Beginning and End Points 	<ul style="list-style-type: none"> • Marcia's Identity Statuses • The Identity Statuses in Action • Ethnic Identity: A Minority Theme 	<ul style="list-style-type: none"> • Entering with High (but Often Unrealistic) Career Goals • Experiencing Emotional Growth • Finding Flow • Emerging into Adulthood Without a College Degree • Being in College 	<ul style="list-style-type: none"> • Setting the Context: Seismic Shifts in Searching for Love • Similarity and Structured Relationship Stages: A Classic Model of Love, and a Critique • Love Through the Lens of Attachment Theory
Broad Learning Objectives			
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.			
10.1 List the core emerging-adult challenges. 10.2 Outline the historical forces that have shaped emerging adulthood, and how this life stage varies in southern Europe, Scandinavia, and the United States. 10.3 Describe nest-leaving changes and social clock issues.	10.4 Describe the different identity statuses. 10.5 Examine ethnic identity.	10.6 Describe self-esteem changes after young people enter college and emerging adult emotional growth. 10.7 Outline the features and function of flow states. 10.8 Explore higher education, making special reference to issues relating to completing college and the school-to work transition. 10.9 Summarize strategies for having a fulfilling college experience.	10.10 Outline changes in the twenty-first-century search for love. 10.11 Explain Murstein's theory, making reference to critiques of homogamy and the idea that mate selection progresses in defined stages. 10.12 Survey Facebook romance and adult attachment theory. 10.13 Summarize this section's tips for finding fulfilling relationships.
3	2	5	6

Grey = not directly on the exam
 Bold = most likely on the final exam

Chapter 11: Social Development: Relationships and Roles		
Marriage	Parenthood	Work
<ul style="list-style-type: none"> • Setting the Context: The Changing Landscape of Marriage • The Main Marital Pathway: Downhill and Then Maybe Up • The Triangular Theory Perspective on Happiness • Commitment, Sacrifice, and Compassion: Core Attitudes in Relationship Success • Couple Communications and Happiness • Divorce 	<ul style="list-style-type: none"> • Setting the Context: More Parenting Possibilities, Fewer Children • The Transition to Parenthood • Exploring Motherhood • Exploring Fatherhood 	<ul style="list-style-type: none"> • Setting the Context: The Changing Landscape of Work • B. Exploring Career Happiness (and Success)
Broad Learning Objectives		
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.		
11.1 Compare historical changes in Western marriage with marital ideas in India and the Middle East. 11.2 Evaluate under what conditions marriage is an ideal state. 11.3 Outline changes in marriage over time and the forces that make for relationship satisfaction. 11.4 Analyze divorce and step-parenthood.	11.5 Survey the transition to parenthood and its variations. 11.6 Evaluate motherhood and fatherhood.	11.7 List four major changes in the modern work world. 11.8 Discuss the qualities that make for career happiness. 11.9 Evaluate how work differs for women and for men.
5	3	6

*There are 16 items from Chapter 11. 14 are listed, 2 come from the lecture on John Gottman and the Languages of Love

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Chapter 14: The Physical Challenges of Old Age			
Tracing Physical Aging	Sensory-Motor Changes	Dementia (Neurocognitive Disorders)	Options and Services for the Frail Elderly
<ul style="list-style-type: none"> • Can We Live to 200? • Socioeconomic Status, Aging, and Disease • Gender, Aging, and Disease 	<ul style="list-style-type: none"> • Our Windows on the World: Vision • Our Bridge to Others: Hearing • Motor Performances 	<ul style="list-style-type: none"> • The Dimensions of Dementia • Dementia's Two Main Causes • Targeting the Beginnings: The Quest to Nip Alzheimer's in the Bud 	<ul style="list-style-type: none"> • Setting the Context: Scanning the Global Elder-Care Scene • Alternatives to Institutions in the United States • Nursing Home Care • Wrapping Up Age-Related Physical Decline
Broad Learning Objectives			
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.			
14.1 Describe how physical aging occurs, and list its variations by gender and socioeconomic status. 14.2 Outline tips for living healthier into old age. 14.3 Analyze why extending the maximum lifespan is an unrealistic goal.	14.4 List changes in vision, hearing, and motor abilities that occur with age. 14.5 Identify strategies for minimizing sensory motor losses. 14.6 Critique age-related driving issues.	14.7 List the major causes of dementia. 14.8 Describe the characteristics of Alzheimer's disease. 14.9 Critique Alzheimer's research and interventions.	14.10 Outline services for the frail elderly, making special reference to the United States. 14.11 Evaluate nursing-home care. 14.12 Critique care for later-life disabilities.
5	5	3	2

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Chapter 15: Death and Dying

Setting the Context	The Dying Person	The Health-Care System	The Dying Person: Taking Control of How We Die
<ul style="list-style-type: none"> • A Short History of Death • Cultural Variations on a Theme 	<ul style="list-style-type: none"> • Kübler-Ross's Stages of Dying: Description and Critique • The More Realistic View: Many Different Emotions; Wanting Life to Go On • In Search of a Good Death • Mourning a Child 	<ul style="list-style-type: none"> • What's Wrong with Traditional Hospital Care for the Dying? • Unhooking Death from Doctors and Hospitals: Hospice Care 	<ul style="list-style-type: none"> • Giving Instructions: Advance Directives • Deciding When to Die: Active Euthanasia and Physician-Assisted Suicide • A Looming Social Issue: Age-Based Rationing of Care
Broad Learning Objectives			
In addition, you should be able to give examples and elaborate on the major concepts from the chapter.			
15.1. List three pathways to death. 15.2. Describe changes throughout history in attitudes about dying. 15.3. Compare the Hmong approach to contemporary Western death practices.	15.4. Critique Kübler-Ross's theory. 15.5. Outline the qualities involved in having a good death. 15.6. Describe feelings, issues, and helpful coping strategies when a child dies.	15.7. List problems with traditional hospital care for the dying. 15.8. Describe end-of-life instructions and hospital-based palliative care. 15.9. Outline the characteristics and concerns with hospice care.	15.10. Compare different advance directives. 15.11. Evaluate active euthanasia and physician-assisted suicide. 15.12. Outline the principles of age-based rationing of care.
3	6	3	3

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