

SYP6735: Sociology of Aging and the Life Course

Spring 2026

Class: Wednesday 3-6 p.m. in Little Hall 125

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Course Content

What determines our journey throughout life? How do personal, social, historical, and structural factors in childhood and young adulthood affect the later course of individuals' lives? What kind of influence does society have on the life course of individuals, and what can individuals do to optimize their lives and experience a rewarding old age? How do people's health, family, and economic situation in old age reflect their life course history rather than good or bad luck? These and other questions are the topic of this course. We will examine aging from a developmental and life course perspective by considering personal, social, economic, and structural factors and resources that influence individuals' lives and their life paths. We will also discuss methodological issues that need to be taken into account when studying the life course.

Student Learning Outcomes

Content Objectives: Students will learn the life course paradigm, methods to study the life course, and how life course principles together with cumulative advantage and disadvantage affect individuals' life course.

Communication Objectives: In written and oral form, students will discuss life course research and analyze the life course of three or four individuals.

Critical Thinking Objectives: Students will critically evaluate current life course research and factors that influence successful adult human development and aging well.

Required Books

Mortimer, Jeylan T., Michael J. Shanahan, and Monica Kirkpatrick Johnson, eds. 2016.
Handbook of the life course. Volume II. New York, N.Y.: Springer.

Vaillant, George E. 2002. *Aging well: Surprising guideposts to a happier life from the landmark Harvard Study of Adult Development*. Boston, MA: Little, Brown.

All additional readings can be downloaded through the weekly e-Learning modules and are also available in the "Ardelt-Sociology of Aging and the Life Course" folder on the S-drive.

Recommended Book

Atkinson, Robert. 1998. *The life story interview*. Thousand Oaks, CA: Sage Publications.

Requirements

Readings and Class Participation: An interaction between students and instructor will be the basis of most classes. Hence, it is absolutely essential that you read the assigned material in advance so that you are able to participate in class discussions.

For each class, starting **after** our first meeting, you will prepare one or more questions for each class based on the assigned readings and write down possible answers to those questions or issues that should be considered when attempting to answer those questions. Questions and answers should contain a heading that identifies the reading(s) that inspired the question(s). Each set of questions and answers is worth **1 point if you write at least 300 words of original text** (excluding headings and quotations) for a total of 10% of your final grade. You will have 12 opportunities to submit a Q&A entry, but you only need to submit 10 entries.

Q & A entries for each class are to be submitted via e-Learning in Canvas after the file has been saved **as a Word document (*.doc or *.docx)**. **The deadline for submission is noon each Wednesday** if readings are assigned, so that I have time to compile a list of questions for discussion before class. **For general information about e-Learning in Canvas visit** <https://wiki.helpdesk.ufl.edu/FAQs/E-Learning>.

To submit your MS Word file in e-Learning, go to the University of Florida e-Learning Support Services home page at <http://elearning.ufl.edu> (bookmark this page). To sign into e-Learning in Canvas, click on the **“e-Learning in Canvas”** link using your assigned Gatorlink username and password. If you do not have a Gatorlink ID or if you cannot remember your Gatorlink login information, go to the Gatorlink website at <http://gatorlink.ufl.edu> or to the CIRCA Help Desk in the Hub (phone: 392-HELP) for assistance.

After you have successfully logged into e-Learning, you will be taken to your Dashboard, which will help you to navigate through Canvas. **For further assistance please contact e-Learning Support Services at (352) 392-4357 or email: learning-support@ufl.edu**

To submit a Q & A entry via e-Learning, navigate to our course and click on **Assignments** in the menubar. Assignments can be displayed in the order they are due or by type. Do the following to submit a Q & A entry:

Step 1: Click the Q & A entry you want to submit.

Step 2: Click on the “Submit Assignment” link.

Step 3: To upload your file, click the **Choose File** button. Browse for a file to upload.

Step 4: Check “This assignment submission is my own, original work”

Step 5: Click **Submit Assignment** when you are done. After you have submitted your work, you will see information in the Sidebar about your submission. If you choose, you may resubmit another version of your assignment using the **Re-submit Assignment** link.

To view your grades, click on **Grades** in the menu bar.

In addition and to prevent the instructor from doing all of the talking during class, you will serve as the **discussion leader** for **two** class sessions, which will be rewarded with 10% of the final grade (5% for each class session). There might be more than one discussion leader for a given topic. As discussion leader, you will have the privilege to ask your most “burning” questions about the class topic first and add information to the discussion from 1 recent article or book chapter (not older than 10 years) that is not listed in the class schedule outline. **To receive full credit, you need to demonstrate that you have read all of the assigned material for the class topic, present the information from the additional article/book chapter to the class, and email me the complete reference and electronic copy of the additional article/book chapter at least 2 days before class.**

Life History Project: As a life history project, you will conduct and analyze 60-minute qualitative interviews with **two** older adults, age 55 or above, every week for a total of 8 weeks over the course of the semester. You will interview one nursing home or assisted living facility resident and, preferably, one of your older relatives. Those interviews and analyses together with the information gained from two (auto)biographies will be used as the basis of an individual *term paper* that is due on April 22 during regular class time. The term paper should be between 15 and 25 pages long. You will present a summary of your term paper during the class meeting on April 22. Detailed instructions for the term paper will be distributed in class.

Exams: There are no exams in this course. 😊

Grading

<u>Requirement</u>	<u>% of Final Grade</u>
Discussion leader	10%
Q & A for class discussions	10%
Interview project entries	40%
Term paper	30%
Presentation of paper	10%

I will not grade on a curve, i.e. your grade will depend on your absolute performance, not your performance compared to other students.

The points that you will earn can be translated into letter-grades as follows:

92.5 - 100.0 = A	72.5 - <77.5 = C
90.0 - <92.5 = A-	70.0 - <72.5 = C-
87.5 - <90.0 = B+	67.5 - <70.0 = D+
82.5 - <87.5 = B	62.5 - <67.5 = D
80.0 - <82.5 = B-	60.0 - <62.5 = D-
77.5 - <80.0 = C+	<60.0 = E

For information on current UF grading policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> and <https://gradcatalog.ufl.edu/graduate/regulations/>

Class Policies

Attendance: Attendance of class is required because non-attendance by several students at a time will destroy the dynamic of the class. Students who miss all or part of a class session must inform me by email about their absence.

Cheating: I define copying parts or all of an author's or another student's work, allowing another student to copy parts or all of your work, or simply duplicating parts or all of your prior submissions as cheating.

Use of Electronic Devices: I request that you do NOT use any electronic devices, such as a laptop or cell phone, which might distract you during class. Even if you use a laptop for notetaking, the temptation will be too strong to go on the internet and leave the classroom mentally.

Use of Generative AI: The learning that takes place in this course requires your unique perspective and human experience. Use of AI would make it harder to evaluate your work. It is not permitted to use any generative AI tools in this course, and the use of AI will be treated as an academic integrity issue.

Academic Policies and Resources

This course complies with all UF academic policies. For information on those policies and for resources for students, please see <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Tentative Class Schedule

01/14 - Introduction to the Life Course and Aging

01/21 - The Life Course Perspective

Qualitative interviewing

Elder, Glen H., Jr. 1994. "Time, human agency, and social change: Perspectives on the life course." *Social Psychology Quarterly* 57(1):4-15.

Elder, Glen H., Jr., Monica K. Johnson and Robert Crosnoe. 2003. "The emergence and development of life course theory." Pp. 3-19 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.

Dannefer, Dale, and Richard A. Settersten. 2010. "The study of the life course: Implications for social gerontology." Pp. 3-19 in *Handbook of social gerontology*, edited by Dale Dannefer and Chris Phillipson. Thousand Oaks, CA: Sage.

Agronin, Marc E. 2014. "From Cicero to Cohen: Developmental theories of aging, from antiquity to the present." *The Gerontologist* 54(1):30-39.

Diewald, Martin, and Karl Ulrich Mayer. 2009. "The sociology of the life course and life span psychology: Integrated paradigm or complementing pathways?" *Advances in Life Course Research* 14 (1): 5-14.

Mortimer, Jeylan T., Michael J. Shanahan and Monica Kirkpatrick Johnson. 2016. "Introduction: Life course studies - trends, challenges, and future directions." Pp. 1-23 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Optional reading

Atkinson, Robert. 1998. *The life story interview*. Thousand Oaks, CA: Sage Publications.

01/28 - Foundations of Life Course Studies

Settersten, Richard A. 2003. "Age structuring and the rhythm of the life course." Pp. 81-98 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.

Alwin, Duane F., and Ryan J. McCammon. 2003. "Generations, cohorts, and social change." Pp. 23-49 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.

See also "Does when you're born shape who you are?" <https://youtu.be/SrKLrCXep-Q>

Bynner, John. 2016. "Institutionalization of life course studies." Pp. 27-58 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Elder, Glen H., Jr. and Linda K. George. 2016. "Age, cohorts, and the life course." Pp. 59-85 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Dannefer, Dale, Jessica Kelley-Moore and Wenxuan Huang. 2016. "Opening the social: Sociological imagination in life course studies." Pp. 87-110 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Mortimer, Jeylan T. and Phyllis Moen. 2016. "The changing social construction of age and the life course: Precarious identity and enactment of "early" and "encore" stages of adulthood." Pp. 111-29 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Hagestad, Gunhild O. and Pearl A. Dykstra. 2016. "Structuration of the life course: Some neglected aspects." Pp. 131-57 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

02/04 - Life Course Research Methodologies

- Hermanowicz, Joseph C. 2016. "Longitudinal qualitative research." Pp. 491-513 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.
- Vaillant, George E. 2002. "The study of adult development." Pp. 3-37 in *Aging well*.
- Vaillant, George E. 2002. "Appendix A: The three cohorts." Pp. 327-334 in *Aging well*.
- Moore, Ravaris and Jennie E. Brand. 2016. "Causality in life course studies." Pp. 515-39 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.
- Macmillan, Ross, and Scott R. Eliason. 2003. "Characterizing the life course as role configurations and pathways: A latent structure approach." Pp. 529-54 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.
- Macmillan, Ross and Frank F. Furstenberg. 2016. "The logic and practice of growth curve analysis: Modeling strategies for life course dynamics." Pp. 541-69 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.
- Thornberry, Terence P. 2016. "Three generation studies: Methodological challenges and promise." Pp. 571-96 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.
- Browning, Christopher R., Kathleen A. Cagney and Bethany Boettner. 2016. "Neighborhood, place, and the life course." Pp. 597-620 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Optional readings

- Halaby, Charles N. 2003. "Panel models for the analysis of change and growth in the life course." Pp. 503-27 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. J.
- Fitzhugh, Sean M., Carter T. Butts, and Joy E. Pixley. 2015. "A life history graph approach to the analysis and comparison of life histories." *Advances in Life Course Research*, 25: 16-34.

02/11 - The Impact of the Family of Origin on the Life Course

- Uhlenberg, Peter, and Margaret Mueller. 2003. "Family context and individual well-being: Patterns and mechanisms in the life course perspective." Pp. 123-48 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.
- Amato, Paul R., and Jacob Cheadle. 2005. "The long reach of divorce: Divorce and child well-being across three generations." *Journal of Marriage and Family* 67(1):191-206.
- Repetti, Rena L., Shelley E. Taylor, and Teresa E. Seeman. 2002. "Risky families: Family social environments and the mental and physical health of offspring." *Psychological Bulletin*, 128: 330-366.

Kalil, Ariel, Greg J. Duncan and Kathleen M. Ziol-Guest. 2016. "Early childhood poverty: Short and long-run consequences over the lifespan." Pp. 341-54 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Landes, Scott D., Monika Ardel, George E. Vaillant, and Robert J. Waldinger. 2014. "Childhood adversity, midlife generativity, and later life well-being." *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 69: 942-952.

Optional reading

Bridgett, David J., Nicole M. Burt, Erin S. Edwards and Kirby Deater-Deckard. 2015. "Intergenerational transmission of self-regulation: A multidisciplinary review and integrative conceptual framework." *Psychological Bulletin* 141(3):602-54.

02/18 - Connections between Early and Subsequent Life Phases

Dannefer, Dale. 2003. "Cumulative advantage/disadvantage and the life course: Cross-fertilizing age and social science theory." *Journals of Gerontology Series B: Psychological Sciences and Social Sciences* 58B (6): P327-P337. <https://doi.org/10.1093/geronb/58.6.S327>.

Dannefer, Dale. 2020. "Systemic and reflexive: Foundations of cumulative dis/advantage and life-course processes." *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences* 75 (6): 1249–1263. <https://doi.org/10.1093/geronb/gby118>.

McLeod, Jane D., and Elbert P. Almazan. 2003. "Connections between childhood and adulthood." Pp. 391-411 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.

Schulenberg, John E., Jennifer L. Maggs, and Patrick M. O'Malley. 2003. "How and why the understanding of developmental continuity and discontinuity is important: The sample case of long-term consequences of adolescent substance abuse." Pp. 413-36 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.

Ardelt, Monika, Kathryn R. Gerlach and George E. Vaillant. 2018. "Early and midlife predictors of wisdom and subjective well-being in old age." *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences* 73(8):1514-25.

Vaillant, George E. 2002. "Ripeness is all: Social and emotional maturation." Pp. 39-82 in *Aging well*.

Vaillant, George E. 2002. "The past and how much it matters." Pp. 83-112 in *Aging well*.

02/25 - Family Relationships across the Life Course

Putney, Norella M., and Vern L. Bengtson. 2003. "Intergenerational relations in changing times." Pp. 149-64 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.

Burton, Linda M. 1996. "Age norms, the timing of family role transitions, and intergenerational caregiving among aging African American women." *The Gerontologist* 36(2):199-208.

- Hagestad, Gunhild O. 2003. "Interdependent lives and relationships in changing times: A life-course view of families and aging." Pp. 135-59 in *Invitation to the life course: Toward new understandings of later life*, edited by Richard A. Settersten. Amityville, N.Y.: Baywood.
- Moorman, Sara M., and Emily A. Greenfield. 2010. "Personal relationships in later life." Pp. 20-52 in *Aging in America*, edited by John C. Cavanaugh and Christine K. Cavanaugh. Santa Barbara, CA: Praeger.
- Hofferth, Sandra and Frances Goldscheider. 2016. "Family heterogeneity over the life course." Pp. 161-78 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.
- Vaillant, George E. 2002. "Generativity: A key to successful aging." Pp. 113-139 in *Aging well*.

03/04 - Educational and Work Transitions

- Entwisle, Doris R., Karl L. Alexander, and Linda Steffel Olson. 2003. "The first-grade transition in life course perspective." Pp. 229-50 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.
- Kerckhoff, Alan C. 2003. "From student to worker." Pp. 251-67 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.
- Blossfeld, Pia N., Gwendolin J. Blossfeld and Hans-Peter Blossfeld. 2016. "Changes in educational inequality in cross-national perspective." Pp. 223-47 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.
- Crosnoe, Robert and Aprile D. Benner. 2016. "Educational pathways." Pp. 179-200 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.
- Zapata-Gietl, Claudia, James E. Rosenbaum, Caitlin Ahearn and Kelly Iwanaga Becker. 2016. "College for all: New institutional conflicts in the transition to adulthood." Pp. 201-21 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

03/11 - A Life-Course Perspective of Work and Retirement

- Moen, Phyllis. 2016. "Work over the gendered life course." Pp. 249-75 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.
- Moen, Phyllis. 2003. "Midcourse: Navigating retirement and a new life stage." Pp. 269-91 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.
- London, Andrew S. and Janet M. Wilmoth. 2016. "Military service in lives: Where do we go from here?" Pp. 277-300 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Henretta, John C. 2003. "A life-course perspective on work and retirement." Pp. 85-105 in *Invitation to the life course: Toward new understandings of later life*, edited by Richard A. Settersten. Amityville, N.Y.: Baywood.

Hendricks, Jon, and Stephen J. Cutler. 2003. "Leisure in life-course perspective." Pp. 107-34 in *Invitation to the life course: Toward new understandings of later life*, edited by Richard A. Settersten. Amityville, N.Y.: Baywood.

Vaillant, George E. 2002. "Retirement, play, and creativity." Pp. 219-248 in *Aging well*.

03/18 - Spring Break!

03/25 - A Life-Course Perspective of Health and Successful Aging

Shanahan, Michael J., Scott M. Hofer, and Lilly Shanahan. 2003. "Biological models of behavior and the life course." Pp. 597-622 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.

Hayward, Mark D. and Connor M. Sheehan. 2016. "Does the body forget? Adult health, life course dynamics, and social change." Pp. 355-68 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Kirkpatrick Johnson, Monica, Jeremy Staff, John E. Schulenberg and Megan E. Patrick. 2016. "Living healthier and longer: A life course perspective on education and health." Pp. 369-88 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Ferraro, Kenneth F. 2016. "Life course lens on aging and health." Pp. 389-406 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Zajacova, Anna, Jennifer Karas Montez, and Pamela Herd. 2014. "Socioeconomic disparities in health among older adults and the implications for the retirement age debate: A brief report." *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 69: 973-978.

Stowe, James D., and Teresa M. Cooney. 2015. "Examining Rowe and Kahn's concept of successful aging: Importance of taking a life course perspective." *The Gerontologist*, 55: 43-50.

Vaillant, George E. 2002. "Healthy aging: A second pass." Pp. 185-218 in *Aging well*.

04/01 - Turning Points in the Life Course

Sampson, Robert J., and John H. Laub. 2003. "Desistance from crime over the life course." Pp. 295-309 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.

Wakefield, Sara and Robert Apel. 2016. "Criminal justice and the life course." Pp. 301-19 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Aldwin, Carolyn M., Michael R. Levenson, and Linda Kelly. 2009. "Life span developmental perspectives on stress-related growth." Pp. 87-104 in *Medical illness and positive life change: Can crisis lead to personal transformation?*, edited by Crystal L. Park, Suzanne C. Lechner, Michael H. Antoni, and Annette L. Stanton: Washington, DC, US: American Psychological Association.

Settersten, Richard A., Laura Bernardi, Juho Härkönen, Toni C. Antonucci, Pearl A. Dykstra, Jutta Heckhausen, Diana Kuh, Karl Ulrich Mayer, Phyllis Moen, Jeylan T. Mortimer, Clara H. Mulder, Timothy M. Smeeding, Tanja van der Lippe, Gunhild O. Hagestad, Martin Kohli, René Levy, Ingrid Schoon, and Elizabeth Thomson. 2020. "Understanding the effects of Covid-19 through a life course lens." *Advances in Life Course Research* 45: 100360.

Vaillant, George E. 2002. "Keeper of the meaning." Pp. 141-158 in *Aging well*.

Vaillant, George E. 2002. "Integrity: Death be not proud." Pp. 159-183 in *Aging well*.

Optional reading

DeWaard, Jack. 2016. "Disaster and life course processes." Pp. 321-38 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

04/08 – Cognitive and Personality Development across the Life Course

Alwin, Duane F., Jason R. Thomas and Linda A. Wray. 2016. "Cognitive development and the life course: Growth, stability and decline." Pp. 451-88 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Ardelt, Monika. 2000. "Still stable after all these years? Personality stability theory revisited." *Social Psychology Quarterly, Special Millennium Issue on The State of Sociological Social Psychology* 63(4):392-405.

Costa, Paul T., Jr., Robert R. McCrae and Corinna E. Löckenhoff. 2019. "Personality across the life span." *Annual Review of Psychology* 70(1):423-48.

Vaillant, George E. 2002. "Do people really change over time?" Pp. 281-306 in *Aging well*.

04/15 - Psychosocial and Spiritual Development across the Life Course

Avison, William R. 2016. "Mental health." Pp. 407-29 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Gecas, Viktor. 2003. "Self-agency and the life course." Pp. 369-88 in *Handbook of the life course*, edited by J. T. Mortimer and M. J. Shanahan. New York, NY: Springer.

Hitlin, Steven and Hye Won Kwon. 2016. "Agency across the life course." Pp. 431-49 in *Handbook of the life course*, Vol. II, edited by J. T. Mortimer, M. J. Shanahan and M. Kirkpatrick Johnson. New York, NY: Springer.

Ardelt, Monika, Stephen Pridgen and Kathryn L. Nutter-Pridgen. 2018. "The relation between age and three-dimensional wisdom: Variations by wisdom dimensions and education." *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences* 73(8):1339-49.

Bengtson, Vern L., Norella M. Putney, Merrill Silverstein and Susan C. Harris. 2015. "Does religiousness increase with age? Age changes and generational differences over 35 years." *Journal for the Scientific Study of Religion* 54(2):363-79.

Vaillant, George E. 2002. "Does wisdom increase with age?" Pp. 249-256 in *Aging well*.

Vaillant, George E. 2002. "Spirituality, religion, and old age." Pp. 257-279 in *Aging well*.

Vaillant, George E. 2002. "Positive aging: A reprise." Pp. 307-325 in *Aging well*.

04/22 - Class Presentations of Papers