

SYP6735: Sociology of Aging and the Life Course

Spring 2022

Class: Wednesday 3-6 p.m. in Turlington 2346

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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 are available in e-Learning.

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 13 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 menubar.

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.**

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.

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. 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 20 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 20. Detailed instructions for the term paper will be distributed in class.

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.

WARNING: Students who are caught cheating in this way will fail the class immediately!

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>

Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Student Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), [or http://www.police.ufl.edu/](http://www.police.ufl.edu/).

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. If you need help with writing, you can visit the [University Writing Center \(https://writing.ufl.edu/faculty/getting-help-for-your-students/\)](https://writing.ufl.edu/faculty/getting-help-for-your-students/) in 302 Tigert Hall. Help with brainstorming, formatting, and writing papers is provided. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

UF Policies

Accommodations for Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Software Use: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy: There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other

purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. For more information see <https://sccr.dso.ufl.edu/policies/code-change-faq/>

COVID-19: Please check this link (<https://coronavirus.ufl.edu/university-updates/>) for the UF policy related to COVID-19.

Tentative Class Schedule

01/05 - Introduction to the Life Course and Aging

01/12 - 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.

01/19 - 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.

01/26 - 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. Shanahan. New York, NY: Springer.
- 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.

02/02 - 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.

02/09 - 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*.

02/16 - 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*.

02/23 - 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.

03/02 - 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*.

03/09 - Spring Break!

03/16 - 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*.

03/23 - 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, R. A., Bernardi, L., Härkönen, J., Antonucci, T. C., Dykstra, P. A., Heckhausen, J., Kuh, D., Mayer, K. U., Moen, P., Mortimer, J. T., Mulder, C. H., Smeeding, T. M., van der Lippe, T., Hagestad, G. O., Kohli, M., Levy, R., Schoon, I., & Thomson, E. (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

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03/30 – Cognitive and Personality Development across the Life Course

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