

SOC 4204: Seminar in Aging and the Life Course Seminar

CRN: 28919

Course Syllabus

Class time: Tues. & Thurs., 1:00-2:15pm

Class location: Education Building (EDUC), Room 204

Professor: Patricia Morton, Ph.D.

Office: Faculty Administration Building (FAB), Room 2251

Office hours: Tuesdays and Thursdays 2:30-3:30pm

Email: patricia.morton@wayne.edu

I usually respond within 1-2 business days. Please do not email me through Canvas.

You are responsible for the information in this syllabus. Read it carefully and ask questions if necessary.

Course Description

This course is designed to introduce students to important theories, concepts, and empirical findings in the study of aging, giving them a deeper understanding of the issues people encounter as they grow older. Aging is a biological phenomenon, but also a social process for both individuals and society at large. The extent to which aging processes are socially patterned, normatively regulated and/or historically determined are major issues forming the backdrop for this course. Specific topics covered include aging and life course, demography, family, retirement, caregiving, death and dying, and public policy. Students also will learn about centenarians (persons who live to be 100 years of age) and discuss the characteristics unique to this special population and what can be learned from them. Aging is a life-long process—one that students will study from multiple perspectives and domains in sociology to better understand this growing segment of the population.

Course Objectives

- To describe the nature and characteristics of people survive until old to age, noting the culture of aging including attitudes toward older adults.
- To identify the role of society on the life course of individuals; and what can individuals do to optimize their lives and experience a rewarding old age.
- To examine how personal, social, historical, and structural factors in early life affect the later course of individuals' lives.
- To understand how people's health, family, and economic situation in old age reflect their life course history rather than good or bad luck.
- To demonstrate how individuals' aging experiences are shaped over the life course by conducting an exploratory research project.
- To engage in critical thinking in order to gain a deeper and broader understanding of various aspects of aging—i.e., cultivate your gerontological imagination.

Required Materials

Weekly readings: Weekly readings from the reading list at the end of the syllabus. Students are required to read all articles each week unless articles are indicated as optional. Optional articles are listed as additional resources that may reinforce topics covered in required readings and/or cover additional literature for students who are interested in the weekly topic.

Canvas: There will be additional materials, including assignments, posted on Canvas throughout the semester. Please check Canvas regularly to access these materials.

Website: <https://canvas.wayne.edu/>

Attendance

Wayne State University (WSU) requires instructors to report student attendance for the first two weeks of class. If attendance is not confirmed, the registrar will drop the student from the class. Please refer to WSU's Go to Class! website for more information:

<http://reg.wayne.edu/gotoclass.php>

Due to this policy and the fact that this course relies heavily on student participation, there will be a daily sign-in sheet for attendance. The sheet will be passed around during class and it is your responsibility to make sure you sign it. If you forget to sign-in, then your attendance will not be counted that day. Students are allowed one unexcused absence. After that, your participation grade will be lowered by 5% for every additional unexcused absence. Students also are graded on their in-class participation, which requires attendance. Thus, attendance is highly recommended.

Make-up Policy

In general, late work is not accepted. If you plan on missing a class the day an assignment is due, you must arrange a time to turn in the assignment to the instructor before class begins on the due date to receive full credit. There are no make-ups for exams or in-class assignments except for medical/familial emergencies; WSU excused absences (e.g., religious observances; University-related sports travel); and academic engagements (e.g., conference presentations). In the latter cases, you will need to inform me of the excused absence at least a week in advance to arrange for you to make-up work and submit any assignments per the policy mentioned above (i.e., before class due date).

Classroom Conduct

I expect everyone, including myself, to respect everyone, actively listen to each other during class discussions, and facilitate an environment conducive for inclusion, equity, and learning. To maximize the learning capabilities of all students, please do not hesitate to ask me questions at any time during class to clarify or restate any material we cover. Your participation is always welcomed, and I encourage students to share any relevant information. I also ask that distracting behavior, such as texting, web surfing, and talking to fellow students about material unrelated to the course, be avoided during class. Therefore, cell phone use is not allowed, and cell phones should be kept off or on silent. Laptops may be used for academic purposes only that relate to the course.

Respect: Throughout the course of this class, you will be challenged to think critically about your viewpoints and those of others. While discussion may produce topics or viewpoints you might not necessarily agree with, respectful and cordial behavior is expected from all students. Disrespectful behavior towards any group or individual will not be tolerated. Any student who does not abide by this policy may be asked to leave class, and further violations will be dealt with in accordance with WSU policies. I also ask that any sensitive information shared during our class time stays within our classroom's walls. As a final note, I will also adhere to these guidelines.

Content Note: The content and discussion in this course may engage with sensitive topics, which can be emotionally and intellectually challenging. I will do my best to make this classroom a space where we can engage bravely, empathetically, and thoughtfully with difficult content every week. Nevertheless, I realize that there may be topics that are disturbing, even traumatizing, to some students. Please review the topics each week before class meets. If you suspect that specific material is likely to be emotionally challenging for you, please contact me a week before the class meets to discuss any concerns and/or

create an alternative assignment to the in-class discussion. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please see me to discuss the situation. Finally, WSU offers free mental health services to students, which I have included below.

Academic Dishonesty

I have a zero-tolerance policy for academic dishonesty and misbehavior. Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct. Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade/zero for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

Academic dishonesty and misbehavior is not limited to, but includes:

- Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student's test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.
- Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
- Plagiarism: To take and use another's words or ideas as one's own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
- Unauthorized reuse of work product: submission for academic credit, without the prior permission of the instructor, of substantial work previously submitted for credit in another course. Example: submitting a paper in a current course that was written for, and submitted in, a previous course.
- Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Americans with Disabilities Act (ADA)

If you have a documented disability that requires accommodations, first you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. The Student Disability Services telephone number is 313-577-1851 or 313-202-4216 for videophone use. Once you have met with your disability specialist, I will be glad to meet with you privately during my office hours to discuss your accommodations. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu.

Student Disability Services

Location: David Adamany Undergraduate Library, Room 1600

Phone: 313-577- 1851; **313-202-4216 for videophone use**

Online registration form: https://wayne-accommodate.symplicity.com/public_accommodation/

Website: <https://studentdisability.wayne.edu/>

Additional Student Services

The Academic Success Center (Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring, and supplemental instruction (primarily in 1000 and 2000 level courses).

The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Critical thinking and writing is an important component of this course. Students are encouraged to visit my office hours with concerns and/or utilize the writing center. Visit clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.

Library research assistance. Working on a research assignment, paper, or project? Trying to figure out how to collect, organize, and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>.

The W Food Pantry provides WSU students with free resources such as non-perishable food, toiletries, and feminine hygiene items, to enhance student success. Bring your OneCard and a copy or photo of your class schedule for the current semester to use their services. For more information, visit <https://thew.wayne.edu/>.

Counseling and Psychological Services (CAPS) provide free counseling and psychological services to Wayne State students. They have licensed professional counselors, psychologists, and social workers ready to help and talk about anything. For more information, visit <https://caps.wayne.edu/>.

Emergency Preparedness

In the event that an emergency arises, please familiarize yourself with the University's emergency procedures. For details, please refer to WSU's Emergency and Safety Procedures:

<https://police.wayne.edu/procedures.php>

Class recordings

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Drop/Withdraw

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week, there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request in Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and

beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: <https://wayne.edu/students/register/dropping>.

Note: I will not sign off on a withdraw for a student who committed academic dishonestly.

Grades

Final grade will be determined by the following:

Class participation	20%
Weekly questions	15%
Weekly highlights	15%
Lead discussion	25%
Aging project	25%

Grading scale:

A: 94 and above	C: 74-76
A-: 90-93	C-: 70-73
B+: 87-89	D+: 67-69
B: 84-86	D: 64-66
B-: 80-83	D-: 60-63
C+: 77-79	F: below 60

Final grades with a decimal point of 0.5 or above will be rounded up (e.g., 89.5, will be rounded up to a 90). Any final grades with a decimal point below 0.5, will be rounded down.

If your grade has been entered into Canvas incorrectly, please let me know ASAP. If you have a question about the grade you received, students must contact me within **1 week** of the grade being issued.

Early Academic Assessment (EAA) requires me to enter your grade during week seven of the semester. You will receive an email notification if the grade entered is a C or lower. I will not enter your grade if you have a C or better. You can track your grades on Canvas.

Description of Graded Work

Weekly work

Class Participation

This is a seminar course, which means that it revolves around student discussion based on the weekly readings. Class participation is assessed by your contributions to in-class discussions revolving around the course readings and related material. There is a reading list for each time we meet. You are expected to read the articles prior to coming to class and be prepared to discuss them. Class discussions are not only vital to your grade, but also to the success of the class. Please make well-thought and appropriate comments related to the course material; quality is better than quantity. If this is your first discussion-based seminar, here are some ways to enhance class discussion:

1. Sharing reasoning processes.
2. Supporting and encouraging group discussion.
3. Backing up experiences, feelings, and "hunches" with theoretical and/or empirical references.
4. Acknowledging various viewpoints.
5. Utilizing practical experience to explain theoretical data
6. Offering pertinent theoretical and/or empirical data related to assigned readings.
7. Building on others' contributions with theoretical and/or empirical data.
8. Building on statement(s) by others to make broader generalizations.

9. Critiquing arguments or analyses presented by authors, classmates, or the professor.
10. Bringing pertinent articles or books that may enhance discussion of seminar topics.
11. Posing questions to challenge or clarify a statement.

Participation takes many forms, including building on statements and posing questions that challenge or support the views presented by others; all are welcome, as long as students remain respectful of one another. One consistent participation prerequisite, however, is attendance. Excessive absences, tardiness, and leaving early will jeopardize students' participation grade.

Weekly Questions

Each week we discuss readings, students who are not leading class discussions must submit two questions regarding the weekly readings by 5 pm Monday via Canvas. Each question must come from a different reading (i.e., students cannot submit two questions about the same paper). The purpose of this activity is to engage in critical thinking. Each set of questions is worth 10 points (5 points per question). If you are the discussion leader, please write "discussion leader" in lieu of your questions for that week.

Weekly Highlights

Each week we discuss readings, students who are not leading class discussions will submit two highlights from the weekly readings by 5 pm on Monday via Canvas. Highlights should be something that you learned from the readings and/or something you found notable from the readings. The purpose of this activity is to practice identifying key information from academic writing. Each set of highlight is worth 10 points (5 points per highlight). If you are the discussion leader, please write "discussion leader" in lieu of your highlights for that week.

Throughout the semester

Lead Discussion

Most weeks, we will discuss weekly readings together as a class. During these discussions, at least two students will lead the discussion. The class size dictates group size and how many times students will lead discussions. You can decide between yourselves how to lead the class discussion, but each group will begin class with a 5-10 minute overview of the readings to lay the groundwork for discussion. To guide the discussion and encourage students to think about the readings, some questions to consider include: What are the highlights of each reading? What strengths or limitations did you note? What did you find most interesting? What insight do these readings give us into the study of population health and aging? There will be a sign-up sheet for students to choose what topics they will lead the discussion. For the week(s) that students lead discussion, they will submit an outline for each of the assigned readings and submit their outlines on Canvas by 5 pm on Monday. I will provide more information regarding how to facilitate a class discussion and the outline during the first two weeks of class, including a guide for reading academic papers and an example outline.

Aging Project—life history interview

The aging project applies what you have learned in class to the outside world. Students will interview two adults age 65 or older and prepare a presentation of the interviews to the class. The project is divided into three parts: (I) identifying two participants and getting informed consent; (II) interviewing participants; and (III) presentation of results. The due dates for each part are listed below in the schedule. **Honors students:** There is fourth component of this project for honors students. In addition to your class presentation, you will also write a report of your findings during your interview. I will provide additional details, including a grading rubric and list of questions to ask during the interview, after we discuss the project in class.

Schedule*

Date	Topic	Assignments**
Week 1 Jan. 7 & 9	Introduction	Thursday: Group Allocation
Week 2 Jan. 14 & 16	Perceptions of Aging and Age Identity	Sign up for discussion leader (DL) Class discussions begins
Week 3 Jan. 21 & 23	Centenarians	Mon: Questions & Highlights due by 5pm Mon: DL outlines due by 5 pm
Week 4 Jan. 28 & 30	Demography of Aging	Mon: Questions & Highlights due by 5pm Mon: DL outlines due by 5 pm
Week 5 Feb. 4 & 6	The Life Course Perspective	Mon: Questions & Highlights due by 5pm Mon: DL outlines due by 5 pm Tues./Thurs.: Aging Project Part I due
Week 6 Feb. 11 & 13	Key Concepts in the Life Course: Transitions and Historical Context	Mon: Questions & Highlights due by 5pm Mon: DL outlines due by 5 pm
Week 7 Feb. 18 & 20	Childhood: A sensitive or critical period in the life course?	Mon: Questions & Highlights due by 5pm Mon: DL outlines due by 5 pm
Week 8 Feb. 25 & 27	Marital Relationships	Mon: Questions & Highlights due by 5pm Mon: DL outlines due by 5 pm
Week 9 Mar. 3 & 5	Caregiving	Mon: Questions & Highlights due by 5pm Mon: DL outlines due by 5 pm
SPRING BREAK MARCH 9-14		
Week 10 Mar. 17 & 19	Death and Dying	Mon: Questions & Highlights due by 5pm Mon: DL outlines due by 5 pm Tues./Thurs.: Aging Project Part II due
Week 11 Mar. 24 & 26	Mental Health	Mon: Questions & Highlights due by 5pm Mon: DL outlines due by 5 pm
Week 12 3/31 & 4/2	Public Policy and Practice	Mon: Questions & Highlights due by 5pm Mon: DL outlines due by 5 pm
Week 13 Apr. 7 & 9	STUDENT PRESENTATIONS	Present on assigned day; Aging Project Part III due on presentation day
Week 14 Apr. 14 & 16	STUDENT PRESENTATIONS	Present on assigned day; Aging Project Part III due on presentation day
Finals Week	Honor's students only	Mon: Written report of Aging Project due April 20th before midnight . Email to professor

*This schedule is tentative and subject to change at the instructor's discretion and pace of the class. Please **check Canvas** and **attend class for in-class announcements** regarding changes made to course.

READINGS

**Denotes that article is available on Canvas. Otherwise, please access articles using <https://library.wayne.edu/> and/or <https://scholar.google.com/>. WSU library homepage has a direct quick search bar in addition to several digital databases such as JSTOR that you can access and search within for articles. Articles that were a bit more difficult to locate include links below them.

Week 1: Introductions

Optional: *Young@Heart*, Stephen Walker (director), Sally George (producer), Fox Searchlight Pictures, 2007.

Week 2: Perceptions of Aging and Age Identity

"The Living Dead? The Construction of People with Alzheimer's Disease as Zombies," Susan M. Behuniak, *Ageing and Society*, 2011.

"Changing Negative Views of Aging: Implications for Intervention and Translational Research," Dana Kotter-Gruhn, *Annual Review of Gerontology and Geriatrics*, 2015.

Optional: "Mind Matters: Cognitive and Physical Effects of Aging Self-Stereotypes," Becca R. Levy, *The Journals of Gerontology: Social Sciences*, 2003.

Week 3: Centenarians

"Morbidity Profiles of Centenarians: Survivors, Delayers, and Escapers," Jessica Evert, Elizabeth Lawler, Hazel Bogan, and Thomas Perls, *The Journals of Gerontology: Medical Sciences*, 2003.

"Getting to 100 and Life Actually Doesn't Feel so Bad," Phyllis Korkki, *New York Times*, 2014.
Website: https://www.nytimes.com/2014/05/15/business/retirementspecial/get-to-100-and-life-actually-doesnt-feel-so-bad.html?_r=1

Optional: "Centenarians: The Older You Get, the Healthier You Have Been," Rachel Hitt et al., *The Lancet*, 1999.

Week 4: Demography of Aging

**"Trends in Mortality, Disease, and Physiological Status in the Older Population," Eileen Crimmins, 2018 (in *Future Directions for the Demography of Aging*, The National Academy Press).

Note: Read pp. 3-8 and look at Figure 1-7 on p. 15 (rest of chapter is optional)

**"Racial/Ethnic and Nativity Disparities in the Health of Older U.S. Men and Women," Robert A. Hummer and Iliya Gutin, 2018 (in *Future Directions for the Demography of Aging*, The National Academy Press).

Optional: "The Likelihood of Poverty Across the American Adult Life Span," Mark R. Rank and Thomas A. Hirschl, *Social Work*, 1999.

Week 5: The Life Course Perspective

“The Life Course as Developmental Theory,” Glen H. Elder, *Child Development*, 1998.

“Stress and the Life Course: A Paradigmatic Alliance,” By Leonard I. Pearlin and Marilyn McKean Skaff, *The Gerontologist*, 1996.

Optional: “A Life Course Approach to Chronic Disease Epidemiology: Conceptual Models, Empirical Challenges and Interdisciplinary Perspectives,” by Yoav Ben-Shlomo and Diana Kuh, *International Journal of Epidemiology*, 2002.

Optional: “The Biological Embedding of Early Experience and Its Effects on Health in Adulthood,” Clyde Hertzman, *Annals of the New York Academy of Sciences*, 1999.

Week 6: Key Concepts in the Life Course: Transitions and Historical Context

Life Course Transitions

“Sociological Perspectives on Life Transitions,” Linda K. George, *Annual Review of Sociology*, 1993.

Historical Context

“German Unification as a Turning Point in East German Women’s Life Course: Biographical Changes in Work and Family Roles,” Marina A. Adler, *Sex Roles*, 2002.

Optional: “Prenatal Exposure to the Dutch Famine and Disease in Later Life: An Overview,” Rebecca C. Painter, Tessa J. Roseboom, Otto P. Bleker, *Reproductive Toxicology*, 2005.

Week 7: Childhood: A sensitive or critical period in the life course?

“Childhood Socioeconomic Status and Adult Health,” Sheldon Cohen, Denise Janicki-Deverts, Edith Chen, and Karen A. Matthews, *Annals of the New York Academy of Sciences*, 2010.

“The Timing of the Influences of Cumulative Poverty on Children’s Cognitive Ability and Achievement,” Guang Guo, *Social Forces*, 1998.

“Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adult,” Felitti et al., *American Journal of Preventive Medicine*, 1998.

Optional: “Processes of Cumulative Adversity: Childhood Disadvantage and Increased Risk of Heart Attack Across the Life Course,” Angela M. O’Rand and Jenifer Hamil-Luker, *The Journals of Gerontology: Social Sciences*, 2005.

Optional: “Brain on stress: How social environment gets under the skin,” Bruce S. McEwen, *PNAS*, 2013.

Week 8: Marital Relationships

“Marital Quality over the Life Course,” Terri L. Orbuch, James S. House, and Richard P. Mero, *Social Psychology Quarterly*, 1996.

“Marital Characteristics and the Sexual Relationships of U.S. Older Adults: An Analysis of National Social Life, Health, and Aging Project Data,” Samuel Stroope, Michael J. McFarland, and Jeremy E. Uecker, *Archives of Sexual Behavior* 2014.

Optional: “The Gray Divorce Revolution: Rising Divorce Among Middle-Aged and Older Adults, 1990-2010,” Susan L. Brown and I-Fen Lin, *The Journals of Gerontology: Social Sciences*, 2012.

Week 9: Caregiving

“Assistance to Aging Parents and Parents-in-Law: Does Lineage Affect Family Allocation Decisions?” Kim Shuey and Melissa A. Hardy, *Journal of Marriage and Family*, 2003.

“‘But I Am Not Moving’: Residents’ Perspectives on Transitions within a Continuing Care Retirement Community,” Tetyana P. Shippee, *The Gerontologist*, 2009

Optional: “Consequences of Parental Divorce for Adult Children’s Support of their Frail Parents,” I-Fen Lin, *Journal of Marriage and Family*, 2008.

Optional: “Reimagining Nursing Homes: The Art of the Possible,” Robert L. Kane, *Journal of Aging and Social Policy*, 2010.

Week 10: Death and Dying

“Historical and Cultural Variants on the Good Death,” Tony Walter, *British Medical Journal*, 2003.

“A ‘Good Death’ For Whom? Quality of Spouse’s Death and Psychological Distress among Older Widowed Persons,” *Journal of Health and Social Behavior*, 2003.

“Gender Differences in the Depressive Effect of Widowhood in Later Life,” Gary R. Lee, Alfred DeMaris, Stefoni Bavin, and Rachel Sullivan, *The Journals of Gerontology: Social Sciences*, 2001.

Optional: “Understanding Suicide Among Older Adults: A review of psychological and sociological theories of suicide,” Ian H. Stanley et al., *Aging & Mental Health*, 2016.

Week 11: Mental Health

“Age and Depression,” John Mirowsky and Catherine Ross, *Journal of Health and Social Behavior*, 1992.

“Role Sequencing: Does Order Matter for Mental Health?” Pamela B. Jackson, *Journal of Health and Social Behavior*. 2004.

Optional: “Lifetime Traumas and Mental Health: The Significance of Cumulative Adversity,” R. Jay Turner and Donald A. Lloyd, *Journal of Health and Social Behavior*, 1995.

Week 12: Public Policy and Practice

“‘Beating the Odds’ versus ‘Changing the Odds’: Poverty, resilience, and family policy,” Karen Seccombe, *Journal of Marriage and the Family*, 2002.

“Social Security Fix-It Book,” Boston College Center for Retirement Research, 2014.
http://crr.bc.edu/wp-content/uploads/2011/08/SS-Fixit_9.4.14_WEB.pdf

“Family Medicine and the Life Course Paradigm.” Timothy P. Daaleman and Glen H. Elder, Jr, *Journal of the American Board of Family Medicine*, 2007.
<http://www.jabfm.org/content/20/1/85.full.pdf>

Optional: “Age Integration or Age Conflict as Society Ages?” Anne Foner, *The Gerontologist*, 2000.

EXTRAS

Here some topics that we do not have time to cover, but may be of interest to you:

Readings about life course and family:

“Effects of Life Course Transitions on the Quality of Relationships between Adult Children and Their Parents,” Gayle Kaufman and Peter Uhlenberg, *Journal of Marriage and Family*, 1998.

“The Consequences of Divorce for Adults and Children,” Paul R. Amato, *Journal of Marriage and the Family*, 2000.

Optional: For a more in-depth article, see Amato’s (2010) “The Consequences of Divorce for Adults and Children” in *Drustvena Istrazivanja, Zargreb*.

Optional: “The long-reach of divorce: divorce and child well-being across three generations,” Paul R. Amato and Jacob Cheadle, *Journal of Marriage and Family*, 2005.

Optional: “Financially Set, Grandparents Help Keep Families Afloat, Too,” Tamar Lewin, *New York Times*, 2005.

<https://www.nytimes.com/2005/07/14/us/financially-set-grandparentshelp-keep-families-afloat-too.html>

Readings about Retirement

**“Redefining Retirement,” Phyllis Moen, *Contexts*, 2010.

“For Some, Retirement is Out of Reach. For Others, Boring.” Abby Ellin, *New York Times*, 2014.
<https://www.nytimes.com/2014/02/01/business/when-retirement-seems-impossible-or-just-boring.html>

Video: *Can you Afford to Retire?* <https://www.pbs.org/wgbh/pages/frontline/retirement/>