

SOC699M: Institutions and the Life Course

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Office Hours: Monday 1:30-3:30 p.m. and by appointment

This graduate seminar will introduce students to the life course paradigm, with a particular focus on the institutional forces shaping the life course. Life course research encompasses ideas and scholarship from multiple disciplines including sociology, psychology, demography, history, criminology and others interested in change and stability in people's lives. The life course paradigm is a research framework (re)orienting scholars to the study of individual lives in context. Is it a theory? Does it matter if it is? We can debate this as we delve into the material. Elder et al. (2003) describe 5 essential principles of the life course paradigm: Life span development; agency; time and place; timing; linked lives. These 5 pillars make up the core of what life course scholars examine in connecting human lives to the context in which they are lived. Institutions play a key role in all this. We will only briefly touch on theories of institutional and organizational change for edification on trends in that area of scholarship, and will spend several weeks examining several institutional "cases" to connect institutional change to human lives. Throughout, the goal is to understand how social institutions enable, constrain, and shape the life course. By the end of the term students should have a feel for the breadth of research that is explicitly or implicitly informed by and informing the life course paradigm, and how their own research interests align (or perhaps do not) with this perspective.

Prerequisites Graduate standing or instructor permission.

Readings: Assigned journal articles or book chapters will be available on the course Canvas site. Several books are assigned. I have not ordered these through the bookstore as our class is small, and they are widely available online, several as e-books.

Elder Jr, Glen H. 1999. *Children of the Great Depression: Social change in life experience* . Westview Press.

Khan, Shamus Rahman. 2010. *Privilege: The making of an adolescent elite at St. Paul's School*. Princeton University Press.

Laub, John H. and Robert. Sampson. 2003. *Shared beginnings, divergent lives: Delinquent boys to age seventy*. Harvard University Press.

Scott, W. Richard. 2008. *Institutions and Organizations: Ideas and Interests*. Sage.

Overview of Course Requirements and Grading:

The course is organized as a seminar. I will provide an overview of each week's readings and help guide our conversation, but instruction will primarily take place in the context of student

discussions, presentations, and exchanges focused on the readings. Course grades will be based on three major requirements. *I will not give grades of “incomplete” unless a student faces the circumstances outlined by the University for incompletes—that a substantial amount of course requirements are successfully completed and something unanticipated leads to the inability to complete a small portion of the course requirements on time.* Graduate incompletes often serve as a seemingly short-term solution to a time management problem. In the long-run they are devastating to degree progress and professional development.

(1) Leading a class discussion (10 percent of class grade).

Each week, a student or pair of students will be responsible for leading discussion. The student leader(s) may base the discussion on the questions submitted by class participants, or may design a discussion that incorporates both assigned readings and his/her own research interests. Each week, class members will email 3-4 discussion questions to the discussion leader and professor, no later than noon Sunday on the day prior to class. Discussion leaders should be attentive to synthesizing ideas from the readings in that and prior class meetings, and to the challenges of conducting empirical research on the subject. You will lead a class twice over the semester. You should also be prepared to consider methodological concerns in the week’s readings.

(2) Reading memos (20 percent of class grade)

Students should prepare a 3-4 page memo in advance of at least 4 (FOUR) of the class discussions that address the week’s readings. These memos are not expected to be fully fleshed out but an opportunity to work out on paper your initial thoughts about the readings. These memos should problematize some aspect of the readings and wrestle with ideas about solutions to the critiques raised. No one wants to hear or read about critique without remedy. If you see something wrong, you must identify what would be better. These may be theoretical concerns or methodological concerns or anything worth thinking about more deeply. Although I don’t expect these to be fully polished, I expect them to be taken seriously. You should consider doing something like this for each week on your own to ensure your deep thinking about the topic, and to serve as a record of your ideas over the semester. As a friend wisely said in his syllabus “You don’t want to look back on them in a year or two for ideas and think, ‘I should have been paying more attention.’” These memos also give me an opportunity to offer individualized feedback on your thinking as appropriate.

(3) Participation in weekly discussion (20 percent of class grade).

This grade reflects participation in discussion, and the quality of the questions submitted each week. Students should read carefully so that they come to class with both insightful comments and questions. Students who read materials that are not on the syllabus but that are germane to the discussion should feel free to contribute this knowledge to the discussion; the class as a whole will benefit from the specialized knowledge of all participants that contributes to the collective dialogue and learning in the seminar.

(3) Final research paper or proposal (50 percent of class grade).

The main course requirement is the preparation of an original research paper or research proposal (about 20-25 pages, double spaced). Each student will present a brief synopsis of their research project during the final class session. Paper topic and methodology will be chosen in consultation with the instructor. The paper should define a research question, review relevant prior studies,

and either: (1) analyze suitable data, and present the findings and their implications (research paper) or (2) propose a detailed strategy and justification for conducting an original research project (research proposal). These papers cannot be purely theoretical or critical review, but must deliberately engage with empirical concerns and methodology. Students are encouraged to use this class project to develop a qualifying paper, conference paper, dissertation prospectus, or journal article.

Each student will submit a brief (2-3 page) proposal **by the start of class on October 21th**. This brief proposal should describe your research question, the data or methodology to be used, and the analyses to be undertaken. You are encouraged to meet with me early in the semester to discuss your research plan. You will receive prompt feedback on this proposal to incorporate into the development of the paper.

I will review one draft of your paper if you request it before Thanksgiving (Thursday Nov 28.) This feedback isn't contractual (i.e. you do what I say, the paper is an A) but developmental.

Each student will make a ~10-15 minute presentation to the class on **December 9**.

The final draft of the paper/proposal is due **no later than Wednesday December 18 at noon. I will not accept papers submitted after that deadline.**

For students planning to conduct secondary data analyses, many data sets are available through University of Michigan's Inter-University Consortium for Political and Social Research (<http://www.icpsr.umich.edu>). Among these data sets are the Adolescent Health Study (Add-Health), General Social Survey (GSS), Health and Retirement Survey (HRS), Longitudinal Study of Aging (LSOA), Midlife in the United States (MIDUS), Monitoring the Future (MTF), National Longitudinal Study (NLS), National Survey of Black Americans (NSBA), National Survey of Families and Households (NSFH), Panel Study of Income Dynamics (PSID) and the Wisconsin Longitudinal Study (WLS).

Schedule of classes and readings

I recognize there are many readings listed in the recommended section, and often a good amount of required reading. The recommended readings are listed so that you have some suggestions for work in an area of interest should it be relevant for your paper or future work. When the reading load seems heavy, recognize that many literature reviews in articles are repetitive, and you should practice judicious skimming when called for.

I. Introduction to the Life Course Paradigm

September 10: Introduction to the Life Course Paradigm: Foundations, Themes and

Expansions

Required Readings:

- Carr, Deborah. 2009. "Preface." Pp. XI-XVII in *Encyclopedia of the Life Course and Human Development*, edited by Deborah Carr. Farmington Hills MI: Gale/CENGAGE Learning.
- Dannefer, Dale. 1984. "Adult Development and Social Theory: A Paradigmatic Reappraisal." *American Sociological Review* 49: 100-116, and responses: Baltes, Paul B., and John R. Nesselrode. 1984. "Paradigm Lost and Paradigm Regained: Critique of Dannefer's Portrayal of Life-Span Developmental Psychology." *American Sociological Review* 49:841-847; Dannefer, Dale. 1984. "The Role of the Social in Life-Span Developmental Psychology, Past and Future: Rejoinder to Baltes and Nesselrode." *American Sociological Review* 49: 847-850.
- Elder, Glen H., Jr. 1998. "The Life Course as Developmental Theory." *Child Development* 69(1):1-12.
- Elder, Glen H., Jr. 1994. "Time, Human Agency and Social Change: Perspectives on the Life Course." *Social Psychology Quarterly* 57:4-15.
- Mayer, Karl Ulrich. "New directions in life course research." *Annual Review of Sociology* 35 (2009): 413-433.

Recommended Articles:

- Alwin, Duane F. "Integrating varieties of life course concepts." *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences* 67.2 (2012): 206-220.
- Cacioppo, J. T., Berntson, G. G., Sheridan, J. F., & McClintock, M. K. 2000. "Multilevel Integrative Analyses of Human Behavior: Social Neuroscience and the Complementing Nature of Social and Biological Approaches." *Psychological Bulletin* 126: 829-843.
- Carr, Deborah. 2009. "Research Methods." Pp. 465-474 in *Encyclopedia of the Life Course and Human Development*. Farmington Hills MI: Gale/CENGAGE Learning.
- Freese, Jeremy, Jui-Chung, Allen Li, and Lisa D. Wade. 2003. "The Potential Relevance of Biology to Social Inquiry." *Annual Review of Sociology* 29: 233-56.
- Jacobs, Jerry A., and Scott Frickel. 2009. "Interdisciplinarity: A Critical Assessment." *Annual Review of Sociology* 35: 43-65.
- Liu, Guangya and Feinian Chen. 2009. "Variables." Pp. 478-481 in *Encyclopedia of the Life Course and Human Development*. Farmington Hills MI: Gale/CENGAGE Learning.
- Mair, Christine A. and Feinian Chen. 2009. "Correlation and Causation." Pp. 474-478 in *Encyclopedia of the Life Course and Human Development*. Farmington Hills MI: Gale/CENGAGE Learning.
- Linton, Ralph. 1942. "Age and Sex Categories." *American Sociological Review* 7:589-603.
- Mills, C. Wright. 1959. *The Sociological Imagination*. New York: Oxford University Press. Ch. 1. "The Promise" (pp. 3-24).
- Riley, Matilda White. 1987. "On the Significance of Age in Sociology." *American Sociological Review* 52:1-14

Recommended Books:

- Brim, Orville G., Jr. and Jerome Kagan. 1980. *Constancy and Change in Human Development*. Cambridge, MA: Harvard University Press.

- Clausen, John A. 1986. *The Life Course: A Sociological Perspective*. New York: Prentice-Hall.
- Mortimer, Jeylan T., and Michael J. Shanahan (Eds.). 2003. *Handbook of the Life Course*. New York: Kluwer.
- Settersten, Richard A., Jr. 1999. *Lives in Time and Place: The Problems and Promises of Developmental Science*. Amityville, NY: Baywood Publishing Co.
- Settersten, Richard A. Jr., (Ed.). 2003. *Invitation to the Life Course: Toward New Understandings of Later Life*. Amityville, NY: Baywood.
- Shanahan, Michael and Ross MacMillan. 2007. *Biography and the Sociological Imagination*. New York: W. W. Norton.

September 16 Intro to institutionalist thinking and the life course

Required:

- Heinz, Walter R. 2003. "Introduction." In *Social dynamics of the life course: transitions, institutions, and interrelations*. Heinz, Walter R., and Victor W. Marshall, eds. Transaction Books. Pp. xi-xix.
- Weyman, Ansgar. 2003. "The Life Course, Institutions, and Life Course Policy." In *Social dynamics of the life course: transitions, institutions, and interrelations*. Heinz, Walter R., and Victor W. Marshall, eds. Transaction Books. Pp167-191.
- Mayer, Karl- Ulrich. 2004. "Whose lives? How history, societies, and institutions define and shape life courses." *Research in Human Development* 1.3 (2004): 161-187.
- Scott, W. Richard. 2008. *Institutions and Organizations: Ideas and Interests*. Sage. [selections]

Recommended Articles:

- *DiMaggio, Paul and Walter Powell
- Western, Bruce. 1998. "Institutions and the labor market." In *The New Institutionalism in Sociology* Eds. Mary C. Brinton and Victor Nee. Stanford University Press: Stanford, CA. pg. 224-43.
- Mayer, Karl-Ulrich and Urs Schoepflin. 1989. "The State and the Life Course." *Annual Review of Sociology* 15:187-209.
- Furstenberg, Frank F. 2003 "Growing up in American Society: Income, Opportunities, and Outcomes." In *Social dynamics of the life course: transitions, institutions, and interrelations*. Heinz, Walter R., and Victor W. Marshall, eds. Transaction Books. Pp. 211-233.
- Leisering, Lutz and Karl F. Schumman. 2003 "How Institutions Shape the German Lifecourse." In *Social dynamics of the life course: transitions, institutions, and interrelations*. Heinz, Walter R., and Victor W. Marshall, eds. Transaction Books. Pp. .
- March, James G., and Johan P. Olsen. "The new institutionalism: organizational factors in political life." *The American political science review* (1984): 734-749.
- Meyer, Heinz-Dieter, and Brian Rowan, eds. *The new institutionalism in education*. SUNY Press, 2006.
- Nee, Victor. 1998 "Sources of the New Institutionalism." *The New Institutionalism in Sociology* Eds. Mary C. Brinton and Victor Nee. Stanford University Press: Stanford, CA.
- Abbott, Andrew. 1992. "An old institutionalist reads the new institutionalism." 754-756.

Selznick, Philip. 1996. "Institutionalism" old" and" new".
Administrative science quarterly
270-277.

Giddens

Grannovetter

Recommended Books:-

September 23 NO CLASS, MK travel

Writing Assignment for all:

Based on the two overview/introduction classes, lay out what you see as some of the central challenges and opportunities in connecting these two streams of research (sociology of institutions and institutional/organizational change and lifecourse sociology.) This conceptual thinking should help guide our readings and discussion for the rest of the semester. This should be a 3-4 reading memo.

September 30: Life Course Methods, Models, and Data Sources

Required (lots of readings I know but not all minutiae may be relevant for the purposes of our discussion in this class session-skim as needed. I want you to see the heterogeneity and methodological concerns in the lifecourse paradigm):

Aisenbrey, Silke, and Anette E. Fasang. 2010 "New life for old ideas: The" second wave" of sequence analysis bringing the" course" back into the life course." *Sociological Methods & Research* 38(3): 420-462.

Alwin, Duane F., Scott M. Hofer and Ryan J. McCammon. 2006. "Modeling the Effects of Time Integrating Demographic and Developmental Perspectives." in *Handbook of Aging & the Social Sciences*, 65th edition, ed. by Robert H. Binstock and Linda K. George. New York: Academic.

Baron, Reuben M. and David A. Kenny. 1986. "The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations." *Journal of Personality and Social Psychology* 51(6): 1173-1182.

Cahill, Spencer, Gary Alan Fine, and Linda Grant. 1995. "Dimensions of Qualitative Research." Pp. 605-28 in *Sociological Perspectives on Social Psychology*, edited by Karen S. Cook, Gary Allan Fine, and James S. House. Boston: Allyn and Bacon.

Palmore, Erdmore. 1978. "When Can Age, Period and Cohort be Separated?" *Social Forces* 1:282-295.

Settersten Jr, Richard A., and Karl Ulrich Mayer. 1997. "The measurement of age, age structuring, and the life course." *Annual Review of Sociology* 233-261.

Small, Mario. 2011. "How to Construct a Mixed Methods Study: Recent Trends in a Rapidly Growing Literature." *Annual Review of Sociology* 37: 57-86.

Yang, Yang. 2011. "Aging, Cohorts, and Methods." in *Handbook of Aging & the Social Sciences*, 7th edition, ed. by Robert H. Binstock and Linda K. George. New York: Academic.

Recommended Articles:

- Alwin, Duane. "Quantitative Methods in Social Psychology" 2005. Pp. 650-680 in *Sociological Perspectives on Social Psychology*, edited by Karen S. Cook, Gary Allan Fine, and James S. House. Boston: Allyn and Bacon.
- Godwin, Deborah D. 1988. "Causal Modeling in Family Research." *Journal of Marriage and the Family* 50: 917-927.
- Hedstrom, Peter and Petri Ylikoski. 2010. "Causal Mechanisms in the Social Sciences." *Annual Review of Sociology* 36: 49-67.
- Miech, Richard A., Avshalom Caspi, Terrie E. Moffitt, Bradley R. Entner Wright, and Phil A. Silva. 1999. "Low Socioeconomic Status and Mental Disorders: A Longitudinal Study of Selection and Causation during Young Adulthood." *American Journal of Sociology* 104: 1096-1131.
- Petersen, Trond. 1993. "Recent Advances in Longitudinal Methodology." *Annual Review of Sociology* 19: 425-454.
- Rutter, Michael. 1994. "Beyond Longitudinal Data: Causes, Consequences, Changes and Continuity." *Journal of Consulting and Clinical Psychology* 62(5):928-40.
- Singer, Burton H., Carol D. Ryff, Deborah Carr, and William Magee. 1998. "Linking Life Histories and Mental Health: A Person-Centered Strategy." *Sociological Methodology* 28:1-51.
- Wheaton, Blair. 2003. "When Methods Make a Difference." *Current Sociology* 51: 543-71.

Recommended Books:

- Giele, Janet Z. and Glen H. Elder (Eds.). 1998. *Methods of Life Course Research: Qualitative and Quantitative Approaches*. Thousand Oaks, CA; Sage.
- Phelps, Erin, Frank F. Furstenberg, and Anne Colby (Eds.). 2002. *Looking at Lives: American Longitudinal Studies of the 20th Century*. New York: Russell Sage.

II. Paradigmatic Themes

October 7:

Lives in Historical Time and Place The Influence of Birth Cohort and Historical Context

Required Readings:

- Elder, Glen H., Jr., 1999(1974). *Children of the Great Depression: Social Change in Life Experience (25th Anniversary Edition)*. Chicago: University of Chicago Press.
[selections]
- Caren, Neal, Raj Andrew Ghoshal, and Vanesa Ribas. 2011. "A Social Movement Generation: Cohort and Period Trends in Protest Attendance and Petition Signing." *American Sociological Review* 76: 125-151.
- Percheski, Christine. 2008. "Opting Out? Cohort Differences in Professional Women's Employment Rates from 1960 to 2005." *American Sociological Review* 73: 497-517.
- Ryder, Norman B. 1965. "The Cohort as a Concept in the Study of Social Change." *American Sociological Review* 30(6):843-61.

Recommended Articles:

- Brown, Tony N., and Chase L. Lesane-Brown. 2006. "Race Socialization Messages across

- Historical Time.” *Social Psychology Quarterly* 69: 201-213.
- Cotter, David, Joan M. Hermsen, and Reeve Vanneman. 2011. “The End of the Gender Revolution: Gender Roles Attitudes from 1977 to 2008.” *American Journal of Sociology* 117: 259-289.
- Griffin, Larry J. 2004. “‘Generations and Collective Memories’ Revisited: Race, Region, and the Memory of Civil Rights.” *American Sociological Review* 69: 544-557.
- Hout, Michael and Claude S. Fischer. 2002. “Why More Americans Have No Religious Preference: Politics and Generations.” *American Sociological Review* 67: 165-90.
- Kertzer, David. 1983. “Generation as a Sociological Problem.” *Annual Review of Sociology* 9:125-149.
- Mannheim, Karl. 1952. “The Problem of Generations.” Pp. 286-323 in *Essays on the Sociology of Knowledge*, edited by D. Kecskemeti. London: Routledge and Kagan.
- Stockard, Jean and Robert M. O’Brien. 2002. “Cohort Effects on Suicide Rates: International Variations.” *American Sociological Review* 67(6): 854-72.
- Schuman, Howard and Jacqueline Scott. 1989. “Generations and Collective Memories.” *American Sociological Review* 54:359-381.

Recommended Books:

- Easterlin, Richard. 1987. *Birth and Fortune: The Impact of Numbers on Personal Welfare* (2nd ed.). Chicago: University of Chicago Press.
- Mintz, Steve. 2004. *Huck’s Raft: A History of American Childhood*. Cambridge, MA: Harvard University Press.

October 14: Human Agency and Planful Behavior

Required:

- Clausen, John. 1991. “Adolescent Competence and the Shaping of the Life Course.” *American Journal of Sociology* 96:805-842.
- Emirbayer, Mustafa and Ann Mische. 1998. “What is Agency?” *American Journal of Sociology* 103(4):962-1023.
- Lareau, Annette. 2002. “Invisible Inequality: Social Class and Childrearing in Black Families and White Families.” *American Sociological Review* 67: 747-776.
- Mirowsky, John and Catherine E. Ross. 2007. “Life Course Trajectories of Perceived Control and their Relationship to Education.” *American Journal of Sociology* 112: 1139-82.
- Reynolds, John R. and Chardie L. Baird. 2010. “Is There a Downside to Shooting for the Stars? Unrealized Educational Expectations and Symptoms of Depression.” *American Sociological Review* 75: 151-172.

Recommended Articles:

- Corell, Shelley J. 2001. “Gender and the Career Choice Process: The Role of Biased Self-Assessments.” *American Journal of Sociology* 106(6): 1691-1730.
- Hitlin, Steven, and Glen H. Elder. "Time, Self, and the Curiously Abstract Concept of Agency*." *Sociological Theory* 25.2 (2007): 170-191.
- Marshall, Victor W. 2000. “Agency, Structure, and the Life Course in the Era of Reflexive Modernization.” Paper presented at 2000 annual meetings of American Sociological Association, Washington, D.C.

Shanahan, Michael J., Glen H. Elder, and Richard A. Miech. 1997. "History and Agency in Men's Lives: Pathways to Achievement in Cohort Perspective." *Sociology of Education* 70(1):54-67.

Spenner, Kenneth I. and David L. Featherman. 1978. "Achievement Ambitions." *Annual Review of Sociology* 4:373-420.

Recommended Books:

Clausen, John. 1993. *American Lives*. New York: Free Press.

Erikson, Erik. 1950. *Childhood and Society*. New York: Norton.

Vaillant, George. 1977. *Adaptation to Life*. Boston: Little, Brown.

October 21: Constraints to Human Agency

Required:

Khan, Shamus Rahman. 2010. *Privilege: The making of an adolescent elite at St. Paul's School*. Princeton University Press.

Bowles, S., & Gintis, H. 2002. The inheritance of inequality. *The Journal of Economic Perspectives*, 16(3), 3-30.

Crosnoe, Robert. 2007. "Gender, Obesity, and Education." *Sociology of Education* 80: 241-260.

Dannefer, Dale. 2003. "Cumulative Advantage/Cumulative Disadvantage and the Life Course: Cross-Fertilizing Age and Social Science Theory." *Journal of Gerontology: Social Sciences* 58: 327-337.

Freese, Jeremy. 2008. "Genetics and the Social Science Explanation of Individual Outcomes." *American Journal of Sociology* 114: S1-S35.

McLanahan, Sara and Christine Percheski. 2008. "Family Structure and the Reproduction of Inequalities." *Annual Review of Sociology* 34: 257-276.

Schafer, Markus H., Kenneth F. Ferraro, and Sarah A. Mustillo. 2011. "Children of Misfortune: Early Adversity and Cumulative Inequality in Perceived Life Trajectories." *American Journal of Sociology* 116: 1053-1091.

Sharkey, Patrick and Felix Elwert. 2011. "The Legacy of Disadvantage: Multigenerational Neighborhood Effects on Cognitive Ability." *American Journal of Sociology* 116: 1934-1981.

Recommended Articles:

Bowles, Samuel and Herbert Gintis. 1976. *Schooling in Capitalist America*. New York: Basic Books. Ch. 1 "Beyond the Educational Frontier: The Great American Dream Freeze," (pp. 3-17) Ch. 2 "Broken Promises: School Reform in Retrospect" (pp. 18-49), and Ch. 5 "Education and Personal Development: The Long Shadow of Work" (pp. 125-148).

Dohrenwend, Bruce P. 2000. "The Role of Adversity and Stress in Psychopathology: Some Evidence and its Implications for Research and Theory." *Journal of Health and Social Behavior* 41: 1-19.

Eccles, Jacquelynne S. 1987. "Gender Roles and Women's Achievement-Related Decisions." *Psychological of Women Quarterly* 11:135-72.

Kessler, Ronald C., Kristin D. Mickelson, and David R. Williams. 1999. "The Prevalence, Distribution and Mental Health Correlates of Perceived Discrimination in the United

- States.” *Journal of Health and Social Behavior* 40: 208-230.
- Mayer, Susan. 2002. “How Did the Increase in Economic Inequality between 1970 and 1990 Affect Children’s Educational Attainment?” *American Journal of Sociology* 107(1): 1-32.
- McLeod, Jane D., and Timothy J. Owens. 2004. “Psychological Well-Being in the Early Life Course: Variations by Socioeconomic Status, Gender, and Race/Ethnicity.” *Social Psychology Quarterly* 67: 257-278.
- Secombe, Karen. 2000. “Families in Poverty in the 1990s: Trends, Causes, Consequences and Lessons Learned.” *Journal of Marriage and the Family* 62(4): 1094-1113.

Recommended Books:

- Allatt, Patricia. (Ed.). 1987. *Women and the Life Cycle: Transitions and Turning Points*. Hampshire: Macmillan Press.
- Blauner, Robert. 1989. *Black Lives, White Lives*. Berkeley: University of California Press.

October 28: The Meaning of Transitions, Trajectories and Turning Points

Required:

- Bruckner, Hannah, and Karl Ulrich Mayer. 2004. “The De-Standardization of the Life Course: What it Might Mean? And, if it Means Anything, Whether it Actually Took Place?” *Advances in Life Course Research*.
- Carr, Deborah and Tetyana Pudrovska. 2007. “Mid-Life and Later-Life Crises.” Pp. 175-185 in *Encyclopedia of Gerontology*, 2nd edition, edited by James E. Birren. New York: Elsevier.
- George, Linda. 1993. “Sociological Perspectives on Life Transitions.” *Annual Review of Sociology* 19:353-73.
- McLeod, Jane D., and Danielle L. Fettes. 2007. “Trajectories of Failure: The Educational Careers of Children with Mental Health Problems.” *American Journal of Sociology* 113: 653-701.
- Rindfuss, Ronald, C. Gray Swicegood, and Rachel A. Rosenfeld. 1987. “Disorder in the Life Course: How Common and Does it Matter?” *American Sociological Review* 52:785-801.
- Sharp, Elizabeth A., and Lawrence Ganong. 2007. “Living in the Gray: Women’s Experiences of Missing the Marital Transition.” *Journal of Marriage and Family* 69: 831-44.
- Wheaton, Blair. 1990. “Life Transitions, Role Histories and Mental Health” *American Sociological Review* 55:209-223.

Recommended Readings:

- Ebaugh, Helen R.F. 1988. *Becoming an Ex: The Process of Role Exit*. Chicago: University of Chicago Press.
- Fomby, Paula and Andrew J. Cherlin. 2007. “Family Instability and Child Well-Being.” *American Sociological Review* 72: 181-204.
- Furstenberg, Frank, Jeanne Brooks-Gunn, and S. Philip Morgan. 1987. *Adolescent Mothers in Later Life*. Cambridge: Cambridge University Press.
- Gotlib, Ian H., and Blair Wheaton (Eds.). 1997. *Stress and Adversity over the Life Course*. Cambridge: Cambridge University Press.
- Sweeney, Megan and Allan V. Horwitz. 2001. “Infidelity, Initiation and the Emotional Climate

of Divorce: Are There Implications for Mental Health?" *Journal of Health and Social Behavior* 42(3): 295-309.

E. Institutional case studies

November 8: Military Service and the Life Course

Required:

- Richard A. Settersten. 2006. "When Nations Call: How Wartime Military Service Matters for the Life Course and Aging." *Research on Aging* 28:12-36
- Hogan, Paul F., and Rita Furst Seifert. "Marriage and the military: Evidence that those who serve marry earlier and divorce earlier." *Armed Forces & Society* 36.3 (2010): 420-438.
- Lundquist, Jennifer Hickes. 2004. "When race makes no difference: Marriage and the military." *Social Forces* 83(2): 731-757.
- MacLean, Alair & Elder Jr, Glen H. 2007. "Military service in the life course." *Annual Review of Sociology*, 33(1), 175.
- Elder, Glen H., et al. "Pathways to the All-Volunteer Military*." *Social science quarterly* 91.2 (2010): 455-475.
- Sampson, Robert J., and John H. Laub. "Socioeconomic achievement in the life course of disadvantaged men: Military service as a turning point, circa 1940-1965." *American Sociological Review* (1996): 347-367.

Recommended Articles:

- Call, Vaughn RA, and Jay D. Teachman. "Life-course timing and sequencing of marriage and military service and their effects on marital stability." *Journal of Marriage and the Family* (1996): 219-226.
- Elder Jr, Glen H., Cynthia Gimbel, and Rachel Ivie. "Turning points in life: The case of military service and war." *Military Psychology* (1991).
- Elder, Glen H. "Military times and turning points in men's lives." *Developmental Psychology* 22.2 (1986): 233.
- Gimbel, Cynthia, and Alan Booth. "Why does military combat experience adversely affect marital relations?" *Journal of Marriage and the Family* (1994): 691-703.
- Bouffard, Leana Allen. "Examining the relationship between military service and criminal behavior during the vietnam era: a research note*." *Criminology* 41.2 (2003): 491-510.
- Elder, Glen H., and Elizabeth Colerick Clipp. "Combat experience and emotional health: Impairment and resilience in later life." *Journal of personality* 57.2 (1989): 311-341.
- Wright, John Paul, David E. Carter, and Francis T. Cullen. "A life-course analysis of military service in Vietnam." *Journal of Research in Crime and Delinquency* 42.1 (2005): 55-83.
- Gade, Paul A. "Military service and the life-course perspective: A turning point for military personnel research." *Military Psychology* 3.4 (1991): 187-199.
- Aldwin, Carolyn M., and Michael R. Levenson. "Military service and emotional maturation: The Chelsea Pensioners." *Historical influences on lives and aging* (2005): 255-281.
- Teachman, Jay D., and Lucky Tedrow. "Divorce, race, and military service: More than equal pay and equal opportunity." *Journal of Marriage and Family* 70.4 (2008): 1030-1044.

- Bouffard, Leana Allen. "The military as a bridging environment in criminal careers: differential outcomes of the military experience." *Armed Forces & Society* 31.2 (2005): 273-295.
- Teachman, Jay. "Military service and educational attainment in the all-volunteer era." *Sociology of Education* 80.4 (2007): 359-374.
- Jackson, Joshua J., et al. "Military Training and Personality Trait Development Does the Military Make the Man, or Does the Man Make the Military?." *Psychological science* 23.3 (2012): 270-277.
- MacLean, Alair. "Lessons from the Cold War: Military service and college education." *Sociology of Education* 78.3 (2005): 250-266.
- Kelty, Ryan, Meredith Kleykamp, and David R. Segal. "The military and the transition to adulthood." *The Future of Children* 20.1 (2010): 181-207.
- Teachman, Jay, and Lucky Tedrow. "Veteran Status and Body Weight: A Longitudinal Fixed-Effects Approach." *Population Research and Policy Review* (2013): 1-22.
- London, Andrew S., and Janet M. Wilmoth. 2006. "Military Service and (Dis) Continuity in the Life Course Evidence on Disadvantage and Mortality From the Health and Retirement Study and the Study of Assets and Health Dynamics Among the Oldest-Old." *Research on Aging* 28(1): 135-159.

Special journal section

<http://psycnet.apa.org/journals/pag/9/1/>

Recommended books:

Wilmoth, Janet and Andrew J. London. 2012. *Life Course Perspectives on Military Service* Routledge.

November 11: Crime and Punishment over the Life Course

- Laub, John H. and Robert J. Sampson. 2003. Shared beginnings, divergent lives: Delinquent boys to age seventy. Harvard University Press [selections]
- Pettit, Becky, and Bruce Western. "Mass imprisonment and the life course: Race and class inequality in US incarceration." *American Sociological Review* 69.2 (2004): 151-169.
- Wildeman, Christopher. "Parental imprisonment, the prison boom, and the concentration of childhood disadvantage." *Demography* 46.2 (2009): 265-280.
- Massoglia, Michael, and Christopher Uggen. "Settling down and aging out: toward an interactionist theory of desistance and the transition to adulthood." *AJS; American journal of sociology* 116.2 (2010): 543.

Recommended Articles:

- Visher, Christy A., and Jeremy Travis. "Transitions from prison to community: Understanding individual pathways." *Annual review of sociology* (2003): 89-113.
- Laub, John H., and Robert J. Sampson. "TURNING POINTS IN THE LIFE COURSE: WHY CHANGE MATTERS TO THE STUDY OF CRIME*." *Criminology* 31.3 (1993): 301-325.
- Sampson, Robert J., and John H. Laub. "A life-course theory of cumulative disadvantage and the stability of delinquency." *Developmental theories of crime and delinquency* 7 (1997): 133-161.
- Sampson, Robert J., and Laub. "Crime and deviance over the life course: The salience of adult

- social bonds." *American Sociological Review* (1990): 609-627.
- Moffitt, Terrie E., et al. "Males on the life-course-persistent and adolescence-limited antisocial pathways: Follow-up at age 26 years." *Development and psychopathology* 14.1 (2002): 179-207.
- Farrington, David P. "DEVELOPMENTAL AND LIFE- COURSE CRIMINOLOGY: KEY THEORETICAL AND EMPIRICAL ISSUES- THE 2002 SUTHERLAND AWARD ADDRESS*." *Criminology* 41.2 (2003): 221-225.
- Uggen, Christopher. "Work as a turning point in the life course of criminals: A duration model of age, employment, and recidivism." *American Sociological Review* (2000): 529-546.
- Western, Bruce, Jeffrey R. Kling, and David F. Weiman. "The labor market consequences of incarceration." *Crime & delinquency* 47.3 (2001): 410-427.
- Western, Bruce. "The impact of incarceration on wage mobility and inequality." *American Sociological Review* (2002): 526-546.

Recommended Books:

- Pager, Devah. *Marked: Race, crime, and finding work in an era of mass incarceration*. University of Chicago Press, 2008.
- Western, Bruce. *Punishment and inequality in America*. Russell Sage Foundation, 2006.

November 18: The Transition to Adulthood

Required:

- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American psychologist*, 55(5), 469.
- Settersten Jr, R. A., & Ray, B. (2010). What's going on with young people today? The long and twisting path to adulthood. *The future of children*, 20(1), 19-41.
- Bearman, Peter S. and Hannah Bruckner. 2001. "Promising the Future: Virginity Pledges and First Intercourse." *American Journal of Sociology* 106 (4): 859-912.
- Furstenberg, Frank. 2000. "The Sociology of Adolescence and Youth in the 1990s: A Critical Commentary." *Journal of Marriage and the Family* 62(4): 896-910.
- Morgan, Stephen L. 1996. "Trends in Black-White Differences in Educational Expectations: 1980-92." *Sociology of Education* 69: 308-319.
- Browse recent *Future of Children* edition (from which Setterston piece comes.)

Recommended Articles:

- Clarkberg, Marin. 1999. "The Price of Partnering: The Role of Economic Well-Being in Young Adults' First Union Experiences." *Social Forces* 77(3):945-68.
- Hogan, Dennis and Nan Astone. 1986. "The Transition to Adulthood." *Annual Review of Sociology* 12:109-130.
- Goldscheider, Frances and Julie DaVanzo. 1989. "Pathways to Independent Living in Early Adulthood: Marriage, Semiautonomy, and Premarital Residential Independence." *Demography* 26:597-614.
- Hauser, Robert M. and Douglas K. Anderson. 1991. "Post-High School Plans and Aspirations of Black and White High School Seniors: 1976-86." *Sociology of Education* 64(4):263-77.
- Kelty, Ryan, Meredith Kleykamp, and David R. Segal. "The military and the transition to adulthood." *The Future of Children* 20.1 (2010): 181-207.

- Longmore, Monica A., Wendy D. Manning, Peggy C. Giordano, and Jennifer L. Rudolph. 2004. "Self-Esteem, Depressive Symptoms and Adolescents' Sexual Onset." *Social Psychology Quarterly* 67: 279-295.
- Rosenbaum, James E., Takehiko Kariya, Rick Settersten, and Tony Maier. 1990. "Market and Network Theories of the Transition from High School to Work." *Annual Review of Sociology* 16:263-99.
- Settersten, Richard A., Jr., 1998. "A Time to Leave Home and A Time Never to Return? Age Constraints on the Living Arrangements of Young Adults." *Social Forces* 76(4):1373-1400.
- Marini, Margaret Mooney. 1978. "The Transition to Adulthood: Sex Differences in Educational Attainment and Age at Marriage." *American Sociological Review* 43:483-507.
- Maines, David R. and Monica J. Hardesty. 1987. "Temporality and Gender: Young Adults' Career and Family Plans." *Social Forces* 66(1):102-120.

Recommended Books:

- Modell, John. 1989. *Into One's Own: From Youth to Adulthood in the United States, 1920-1975*. Berkeley: University of California Press.
- Mortimer, Jeylan F., and Reed W. Larson. 2002. *The Changing Adolescent Experience: Societal Trends and the Transition to Adulthood*. New York: Cambridge University Press.
- Osgood, D. Wayne, E. Michael Foster, Constance Flanagan, and Gretchen R. Ruth (Eds.). 2005. *On Your Own Without a Net: The Transition to Adulthood for Vulnerable Populations*. Chicago: University of Chicago Press.
- Settersten, Richard A., Jr., Frank F. Furstenberg Jr., and Ruben M. Rumbaut (Eds.) *On the Frontier of Adulthood: Theory, Research, and Public Policy*. Chicago: University of Chicago Press.
- Simmons, Roberta and Dale Blyth. 1987. *Moving into Adolescence*. New York: Aldine de Gruyter.

November 25: The Family and Generational Influences – Linked Lives

Required:

- Amato, Paul. 1996. "Explaining the Intergenerational Transmission of Divorce." *Journal of Marriage and the Family* 58:628-40.
- Beller, Emily. 2009. "Bringing Intergenerational Social Mobility Research in the Twenty First Century: Why Mothers Matter." *American Sociological Review* 74: 507-528.
- Desmond Disposable ties
- DiMaggio, Paul. 1982. "Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of U.S. High School Students." *American Sociological Review* 47:189-201.
- Glass, Jennifer, Vern L. Bengtson, and Charlotte Chorn Dunham. 1986. "Attitude Similarity in Three-Generation Families: Socialization, Status Inheritance, or Reciprocal Effects." *American Sociological Review* 51:685-698.
- McLanahan, Sara and Larry Bumpass. 1988. "Intergenerational Consequences of Family Disruption." *American Journal of Sociology* 94:130-52.
- Moen, Phyllis, Mary Ann Erikson, and Donna Dempster-McClain. 1997. "Their Mother's Daughters? The Intergenerational Transmission of Gender Attitudes in a World of

Changing Roles.” *Journal of Marriage and the Family* 59:281-93.
Stacey, Judith and Timothy J. Biblarz. 2001. “(How) Does the Sexual Orientation of Parents Matter?” *American Sociological Review* 66(2): 159-183.

Recommended:

Tied migrants stuff military spouses

Alwin, Duane F. and Arland Thornton. 1984. “Family Origins and the Schooling Process: Early versus Late Influence of Parental Characteristics.” *American Sociological Review* 49:784-802.

Bronfenbrenner, Urie. 1986. “Ecology of the Family as a Context for Human Development: Research Perspectives.” *Developmental Psychology* 22(6):723-42.

Carr, Deborah. 2004. “My Daughter Has a Career: I Just Raised Babies’: The Psychological Consequences of Women’s Intergenerational Social Comparisons.” *Social Psychology Quarterly* 67: 132-154.

Carr, Deborah. 2005. “The Psychological Consequences of Midlife Men’s Social Comparisons with their Young Adult Sons.” *Journal of Marriage and Family* 67: 240-50.

D’Onofrio, Brian M., Eric Turkheimer, Robert E. Emery, K. Paige Harden, Wendy S. Slutske, Andrew C. Heath, Pamela A. F. Madden, and Nicholas G. Martin. 2007. “A Genetically Informed Study of the Intergenerational Transmission of Marital Instability.” *Journal of Marriage and Family* 69: 793-809.

Foner, Nancy and Joanna Dreby. 2011. “Relations Between the Generations in Immigrant Families.” *Annual Review of Sociology* 37: 545-564.

Patterson, Gerald R. 1998. “Continuities - A Search for Causal Mechanisms: Comment on the Special Section.” *Developmental Psychology* 34(6): 1263-8.

Rutter, Michael. 1998. “Some Research Considerations on Intergenerational Continuities and Discontinuities: Comments on the Special Section.” *Developmental Psychology* 34(6):1269-73.

Sweeney, Megan M. 2007. “Stepfather Families and the Emotional Well-being of Adolescents.” *Journal of Health and Social Behavior* 48: 33-49.

Recommended Books:

Alwin, Duane F., R.L. Cohen, and T.M. Newcomb. 1991. *Political Attitudes Over the Life Span: The Bennington Women After Fifty Years*. Madison, WI: University of Wisconsin Press.

Kohn, Melvin L. 1969. *Class and Conformity: A Study in Values*. Homewood, IL: Dorsey Press.

Rossi, Alice and Peter Rossi. 1990. *Of Human Bonding*. New York: Aldine de Gruyter.

Sewell, William H. and Robert M. Hauser. 1975. *Education, Occupation and Earnings: Achievement in the Early Career*. New York: Academic Press.

December 2: Work in the Lifecourse

Required:

Benard, Stephen and Shelley Correll. 2010. “Normative Discrimination and the Motherhood Penalty.” *Gender & Society* 24(5): 616-646

- Dechter, Aimee R., and Glen H. Elder, Jr. 2004. "World War II Mobilization in Men's Work Lives: Continuity or Disruption for the Middle Class." *American Journal of Sociology* 110: 761-793
- Paul Willis. 1981. *Learning to Labor*. [selections]
- Han, Shin-Kap and Phyllis Moen. 1999. "Clocking Out: Temporal Patterning of Retirement." *American Journal of Sociology* 105(1):191-236.
- McBrier, Debra Branch, and George Wilson. 2004. "Going Down? Race and Downward Occupational Mobility for White-Collar Workers in the 1990s." *Work and Occupations* 31: 283-322.
- Young, Cristobal. 2012. Losing a Job: The Nonpecuniary Cost of Unemployment in the United States. *Social forces*, 91(2), 609-634.

Recommended Articles:

- Budig, Michelle J., and Paula England. 2001. "The Wage Penalty for Motherhood." *American Sociological Review* 66.: 204-225.
- MacLeod, Jay. 1995. *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. New York: Westview Press. Ch 1. "Social Immobility in the Land of Opportunity" (pp. 3-10); Ch. 5. "The World of Work: Aspirations of the Hangers and the Brothers" (pp. 61-82), and Ch. 7. "Leveled Aspirations: Social Reproduction Takes its Toll" (pp. 112-134).
- Newman, Katherine S. 1988. *Falling from Grace: The Experience of Downward Mobility in the American Middle Class*. New York: Vintage Press. Ch. 2 "The Extent of Downward Mobility" (pp. 20-41) and Ch. 4 "The Downwardly Mobile Family" (pp.95-142).
- Pienta, Amy Mehraban and Mark D. Hayward. 2002. "Who Expects to Continue Working After Age 62? The Retirement Plans of Couples." *Journals of Gerontology: Social Sciences* 57: S199-S208
- Presser, Harriet. 2004. "The Economy that Never Sleeps." *Contexts*.
- Stier, Haya, Noah Lewin-Epstein, and Michael Braun. 2001. "Welfare Regimes, Family-Supportive Policies, and Women's Employment along the Life Course." *American Journal of Sociology* 106 (6): 1731-60.
- Atchley, Robert C. 1982. "Retirement as a Social Institution." *Annual Review of Sociology* 8:263-87.
- Booth, Bradford, et al. "The impact of military presence in local labor markets on the employment of women." *Gender & Society* 14.2 (2000): 318-332.
- Rosenfeld, Rachel. 1992. "Job Mobility and Career Processes." *Annual Review of Sociology* 18:39-61.
- Wilensky, Harold L. 1961. "Orderly Careers and Social Participation: The Impact of Work History on Social Integration in the Middle Mass." *American Sociological Review* 26: 521-39.

Recommended Books:

- Fuchs, Victor. 1983. *How We Live: An Economic View of Lives from Birth to Death*. Cambridge, MA: Harvard University Press.
- Kohli, Martin, et. al. (Eds.) 1991. *Time for Retirement: Comparative Studies of Early Exit from*

the Labor Force. Cambridge: Cambridge University Press.
Moen, Phyllis and Patricia Roehling. 2005. *The Career Mystique*. Lanham, MA: Rowan & Littlefield.
Newman, Katherine. 1988. *Falling From Grace*. New York: Free Press.

December 9: Student Paper presentations and wrap-up

15 minute presentations of student papers.

What does the future of life course research hold? How might life course research be affected by theoretical and methodological turns in sociology and other social sciences? How can life course scholars adapt to these changes?