

Course Information

Date Submitted: 4/2/2013

Current Prefix and Number: FAM - Family Studies , FAM 654 - LIFESPAN HUMAN DEV/BEHAV

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

RECEIVED

APR 1 2013

OFFICE OF THE
SENATE COUNCIL**1. General Information**

a. Submitted by the College of: Agriculture

b. Department/Division: Family Sciences

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Jason Hans

Email: jhans@uky.edu

Phone: 7-7761

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: LIFE SPAN HUMAN DEVELOPMENT AND BEHAVIOR

Proposed Title: THE LIFE COURSE PERSPECTIVE ON FAMILIES AND INDIVIDUALS

c. Current Transcript Title: LIFESPAN HUMAN DEV/BEHAV

Proposed Transcript Title: THE LIFE COURSE PERSPECTIVE ON FAMILIES

d. Current Cross-listing: Same as EDP 600

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing: EDP 600

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A survey of human development across the life span of the individual from conception to death. Content includes changes in motor skills, biological growth and decline, learning behavior, language, social, emotional, moral, and intellectual development as well as the roles of the family, the school, peers, and work in relation to individual development. Critical evaluation of current theories which describe human development.

Proposed Course Description for Bulletin: Individual, family, and societal growth and change through the life span are examined using a life course perspective. The life course perspective emphasizes the interplay of human development, agency, linked lives, historical context, and timing of events. These five interlocking concepts will be understood through reading life course research and applying life course principles and concepts to issues in family sciences.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: The proposed change from a life span to a life course approach will enable this course to cover content and issues more relevant to family sciences (e.g., family processes, life span development in the context of family life) than the life span content allowed with its emphasis on individual human development largely independent of family context.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: The Chair and DGS in EDP have agreed to unlink FAM 654 and EDP 600. EDP 600 will continue to be offered as a life span development course, while FAM 654 will be offered with the proposed changes.

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RJWERN2|Ronald J Werner-Wilson|Dept approval for ZCOURSE_CHANGE FAM 654|20130108

SIGNATURE|LGRABAU|Larry J Grabau|College approval for ZCOURSE_CHANGE FAM 654|20130108

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE FAM 654|20130211

SIGNATURE|LGRABAU|Larry J Grabau|Approval resent to college for ZCOURSE_CHANGE FAM 654|20130213

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE FAM 654|20130225

SIGNATURE|JEL224|Janie S Ellis|Senate Council approval for ZCOURSE_CHANGE FAM 654|20130305

SIGNATURE|WF-BATCH|Batch User|Reminder for minor course work item|20130319

SIGNATURE|WF-BATCH|Batch User|Subworkflow for college notifications|20130329

SIGNATURE|LGRABAU|Larry J Grabau|Approval resent to approvers for ZCOURSE_CHANGE FAM 654|20130329

Courses	Request Tracking
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Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate F

[Open in full window to print or save](#)

Attachments:

Upload File

ID	Attachment
Delete 1464	FAM654_Example-Syllabus.pdf
<input type="button" value="First"/> <input type="button" value="1"/> <input type="button" value="Last"/>	

Select saved project to retrieve... Get New

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:	FAM - Family Studies FAM 654 - LIFESPAN HUMAN DEV/BEHAV	Proposed Prefix & Number:
What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination of a significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply:		
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics		
1. General Information		
a.	Submitted by the College of: Agriculture	Today's Date: 4/2/2013
b.	Department/Division: Family Sciences	
c.* Is there a change in "ownership" of the course?		
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...		
e.* * Contact Person Name: Jason Hans Email: jhans@uky.edu Phone: 7-7761		
* Responsible Faculty ID (if different from Contact) Email: Phone:		
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term: 2
2. Designation and Description of Proposed Course.		
a.	Current Distance Learning(DL) Status:	<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change will not affect DL delivery.		
b.	Full Title: LIFE SPAN HUMAN DEVELOPMENT AND BEHAVIOR	Proposed Title: * THE LIFE COURSE PERSPECTIVE ON FAMILIES AND INDIVIDUALS
c.	Current Transcript Title (if full title is more than 40 characters):	LIFESPAN HUMAN DEV/BEHAV
c.	Proposed Transcript Title (if full title is more than 40 characters):	THE LIFE COURSE PERSPECTIVE ON FAMILIES

d.	Current Cross-listing:	<input type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	Same as E
Proposed – ADD ³ Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):				EDP 600	
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ² for each meeting pattern					
Current:	Lecture 3	Laboratory ²	Recitation	Discussion	Indep. Stu
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture 3	Laboratory ²	Recitation	Discussion	Indep. Stu
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
f.	Current Grading System:	Graduate School Grade Scale			
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade)			
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/>
*	Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/>
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input type="radio"/>
i.	Current Course Description for Bulletin:				
	A survey of human development across the life span of the individual from conception to death. Content includes changes in motor skills, biological growth and decline, learning behavior, language, social, emotional, moral, and intellectual development as well as the roles of the family, the school, peers, and work in relation to individual development. Critical evaluation of current theories which describe human development.				
*	Proposed Course Description for Bulletin:				
	Individual, family, and societal growth and change through the life span are examined using a life course perspective. The life course perspective emphasizes the interplay of human development, agency, linked lives, historical context, and timing of events. These five interlocking concepts will be understood through reading life course research and applying life course principles and concepts to issues in family sciences.				
j.	Current Prerequisites, if any:				
*	Proposed Prerequisites, if any:				
k.	Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning	

		<input type="radio"/> Both <input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
	<i>Proposed Supplementary Teaching Component:</i>	
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/>
*	<i>Proposed to be taught off campus?</i>	<input type="radio"/> Yes <input checked="" type="radio"/>
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/>
	If YES, explain and offer brief rationale:	
	The proposed change from a life span to a life course approach will enable this course to cover content and issues more relevant to family sciences (e.g., family processes, life span development in the context of family life) than the life span content allowed with it's emphasis on individual human development largely independent of family context.	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input checked="" type="radio"/> Yes <input type="radio"/>
	If YES, identify the depts. and/or pgms:	
	The Chair and DGS in EDP have agreed to unlink FAM 654 and EDP 600. EDP 600 will continue to be offered as a life span development course, while FAM 654 will be offered with the proposed changes.	
b.*	Will modifying this course result in a new requirement¹ for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/>
	If YES ² , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) est different grading criteria in the course for graduate students. (See SR 3.1.4.)

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.
⁷ In order to change a program, a program change form must also be submitted.

The Life Course Perspective on Families and Individuals

(FAM 654)

Fall 2012

Wed 9-11:30

Instructor:

Course Description:

Individual, family, and societal growth and change through the life span are examined using a life course perspective. The life course perspective emphasizes the interplay of human development, agency, linked lives, historical context, and timing of events. These five interlocking concepts will be understood through reading life course research and applying life course principles and concepts to issues in family sciences.

Required Book:

Mortimer, J. T., & Shanahan, M. J. (2004). *Handbook of the Life Course*. New York: Springer.

Office Hours:

My formal office hours will be on Tuesdays 11:00 to 1:00 p.m. in 318 Funkhouser. Please do not hesitate to drop in, call, or zip me an email at other times as well.

Purpose:

The term "life course" is often used synonymously with terms such as "lifespan," and "life cycle." The purpose of the current course for students to distinguish and utilize a life course perspective on the human experience. It is important to have an understanding of age and stage developmental models, family life cycle models, and societal influences as each approach are crucial components of a life course perspective.

Objectives:

After this course you will be able to:

- 1) Differentiate the life course perspective from other developmental approaches.
- 2) Communicate the key aspects of the life course perspective to a general public audience.
- 3) Apply a life course perspective to existing research.
- 4) Utilize the life course perspective in designing a research project including identifying appropriate data collection methods.

Assignments:

Percentages indicate the weight each assignment will bring to bear on determining your grade for the course.

Discussion Leader	10% (graded on a 0-10 scale)
Life Course Paper	30% (graded on a 0-100 scale)
Research Presentation	20% (graded on a 0-100 scale)
Research Proposal	40% (graded on a 0-100 scale)

Grades:

A	90% +
B	80% – 89%
C	70% -- 79%
E	<70%

Conceptual Requirements

You will find that you learn more about any subject if you are required to teach that subject. It is in that same spirit that these components are included in the course.

Discussion Leader: You will be required to select one of the required readings over the next term wherein you will be the facilitator of the in-class discussion of that reading. Being a discussion leader is NOT lecturing. Facilitating discussion implies that your job is to help others engage in a dialogue about the reading, not necessarily have other

students simply listen to your lecture. Please have a one page summary of the required reading to distribute to the class on the day you present.

Some example questions that can facilitate discussion are:

- 1) What was new or interesting to you about this reading?
- 2) What did you agree with?
- 3) What did you disagree with?
- 4) What was confusing?
- 5) How does this reading apply to:
 - a. Your research interests?
 - b. Your life?
 - c. Challenges to Kentuckians?
 - d. Strengths of Kentuckians?

Life Course Perspective for the General Public: You are to write a 8-12 page paper introducing the general public to the life course perspective. A useful strategy is to compare/contrast examples of how the life course perspective is different than age/stage models. Picking a topic relevant to the reader is also an effective strategy when communicating a new idea.

Include the following sections:

- 1) Introduction to life course perspective
 - a. What are the components/aspects of the life course perspective?
 - b. Differentiate the life course perspective from other developmental models (e.g., Eriksonian, Piaget, & Kohlberg).
 - c. Why should I care about this perspective?
- 2) Apply the life course perspective to Kentuckians or the United States.
 - a. How may the life course perspective shed light on some of the challenges of Kentuckians?
 - b. How might the life course perspective give direction to overcoming challenges that face Kentuckians or the United States?
 - i. Note: I am especially sensitive to how I worded the previous point. I do not want a life course perspective that only focuses on why there are challenges. I am expecting to see a way forward.

Title page and references do NOT count toward the page total. Writing style for this audience is more informal and conversational in nature. You are still expected to identify sources when referring to them.

Applied Requirements:

You will be required to complete a research proposal utilizing a *life course* perspective. You will be presenting your proposal to the class at the end of the term as well as turning in a written proposal. You may use a topic that you have written on before, however, you may not use previous papers/proposals from other classes as a substitute for this assignment. Expectations for each component are below. Please note that 60% of your grade is composed from this project. I would also like to remind you that I am available to talk about your ideas and am willing to give you feedback on your writing/topic at any time over the semester. Rubrics for each of these assignments will be forth-coming.

Research Presentation: Depending on the enrollment of the class, you will have 15-20 minutes to present your proposal. Visual aids such as powerpoint, videos, etc. are encouraged, but not required. Below are the required components.

- 1) Review of the literature of your topic.
 - a. *What* is your topic/concepts of interest.
 - b. *What* has previous work done on the subject?
- 2) How does a life course perspective inform previous work?
 - a. How does a life course perspective inform your proposal?
- 3) Present a methodology consistent with a life course perspective?
 - a. Sample: *Who* will you be using as participants in your study?
 - i. If you have identified a national dataset, be sure to reference and describe the dataset.

- b. Procedures
 - i. *How* will you collect the data?
 - 1. If using an existing dataset, identify specific waves and variables in the dataset.
 - ii. Recruitment strategies
 - iii. Measures (if applicable)
 - iv. Interview approaches (if applicable)
- c. Analysis
 - i. Quantitative strategies?
 - ii. Qualitative strategies?

Written Proposal: Not surprisingly, each of the areas of coverage above are also included below. Your intended audience in this work is academia. More specifically, I will be reading these as if I was reading an article for a peer reviewed journal. APA 6th edition formatting and writing style is expected. The proposal should be in the 15-20 page length requirement including title page and references. Appendices such as questionnaires, figures, and/or tables, are not to be counted toward the page length.

Academia relies on a blind review process to judge a work on its merit rather than any preconceived notions or relationship to the author of the work. Therefore, on the title page of your work, please put your student ID instead of your name.

- 1) Review of the literature of your topic.
 - a. *What* is your topic/concepts of interest.
 - b. *What* has previous work done on the subject?
- 2) How does a life course perspective inform previous work?
 - a. How does a life course perspective inform your proposal?
- 3) Present a methodology consistent with a life course perspective?
 - a. Sample: *Who* will you be using as participants in your study?
 - i. If you have identified a national dataset, be sure to reference and describe the dataset.
 - b. Procedures
 - i. *How* will you collect the data?
 - 1. If using an existing dataset, identify specific waves and variables in the dataset.
 - ii. Recruitment strategies
 - iii. Measures (if applicable)
 - iv. Interview approaches (if applicable)
 - c. Analysis
 - i. Quantitative strategies?
 - ii. Qualitative strategies?

Late Assignments:

Late assignments will be accepted with a corresponding 10% reduction in the points possible for the assignment in question. This penalty will be applied each day the assignment is late.

University and Course Policies:

Do your own work. If you paraphrase or use another's idea, give them credit through the appropriate APA 6th Edition reference. You can go to UK's home page and search "plagiarism" for more information. Ultimately, it is going to be just you in that therapy room. Your integrity and confidence derived from a clear conscious will be a tremendous asset in your academic and clinical work. I expect you and me to hold that standard. Such integrity will enable you to have full credit for your hard work that you have done.

Accommodations for Disability:

Any student needing accommodation for a disability should present their approved accommodation request form from Disability Services to the instructor in order to plan accommodations.

Course Outline:
Schedule Overview

Date	Topic	Assignments
8/22/2012	Life Course Perspective/ Applying Theory	
8/29/2012	Compare/Contrast	
9/5/2012	History	
9/12/2012	Normative	
9/19/2012	Institutional Structuring	
9/26/2012	Transitions	
10/3/2012	Turning Points	
10/10/2012	Professional Conference	General Public Paper Due
10/17/2012	Agency	
10/24/2012	Connections	
10/31/2012	Methods	
11/7/2012	Interdisciplinary	Research Abstracts Due
11/14/2012	The Future	
11/21/2012	Thanksgiving Break	
11/28/2012	Research Presentations	
12/5/2012	Research Presentations	
12/10/2012	Final	Due by 5:00 p.m. Email

Reading Schedule (“*Handbook*” = Handbook of the Life Course). These are the minimal readings required. Additional readings via articles and references to articles may be given to you throughout the term.

Date	Required	Recommended
8/22/2012	<p><i>Handbook</i> Chpt 1.</p> <p>Elder, Glen H., Jr. 1998. The Life Course as Developmental Theory. <i>Child Development</i> 69(1):1-12.</p> <p>Alwin, D. F. (2012). Integrating varieties of life course concepts. <i>The Journals of Gerontology: Series B: Psychological Sciences and Social Sciences</i>, 67B(2), 206-220. doi: 10.1093/geronb/gbr146</p> <p>Dannefer, D. (2012). Enriching the tapestry: Expanding the scope of life course concepts. The</p>	<p>Yoshioka, M. R., & Noguchi, E. (2009). The Developmental Life Course Perspective: A Conceptual and Organizing Framework for Human Behavior and the Social Environment. [Article]. <i>Journal of Human Behavior in the Social Environment</i>, 19(7), 873-884. doi: 10.1080/10911350902988118</p>

	Journals of Gerontology: Series B: Psychological Sciences and Social Sciences, 67B(2), 221-225. doi: 10.1093/geronb/gbr148	
8/29/2012	<p>Dannefer, D., & Daub, A. (2009). Extending the interrogation: Life span, life course, and the constitution of human aging. <i>Advances in Life Course Research, 14</i>, 15-27.</p> <p>Macmillan, R., & Copher, R. (2005). Families in the Life Course: Interdependency of Roles, Role Configurations, and Pathways. [Article]. <i>Journal of Marriage & Family, 67</i>(4), 858-879. doi: 10.1111/j.1741-3737.2005.00180.x</p> <p>Ryder, Norman B. 1965. The Cohort as a Concept in the Study of Social Change. <i>American Sociological Review 30</i>(6):843-61.</p>	
9/5/2012	<i>Handbook Chpts 2,3</i>	
9/12/2012	<i>Handbook Chpt 4</i>	
9/19/2012	<i>Handbook Chpts 5,6,7</i>	<p><i>Handbook Chpts 8,9,10</i></p> <p>Dewilde, C. (2003). A life-course perspective on social exclusion and poverty. [Article]. <i>British Journal of Sociology, 54</i>(1), 109-128.</p>
9/26/2012	<i>Handbook Chpts 12,13</i>	<p>Hagestad, G. O., & Call, V. R. A. (2007). Pathways to childlessness: A life course perspective. <i>Journal of Family Issues, 28</i>(10), 1338-1361. doi: 10.1177/0192513x07303836</p> <p>Mortimer, J. T., Zimmer-Gembeck, M. J., Holmes, M., & Shanahan, M. J. (2002). The process of occupational decision making: Patterns during the transition to adulthood. <i>Journal of Vocational Behavior, 61</i>(3), 439-465. doi: 10.1006/jvbe.2002.1885</p>
10/3/2012	<i>Handbook Chpts 16</i>	
10/10/2012	No Class	

10/17/2012	<i>Handbook Chpt 17,</i> Elder, Glen H., Jr. 1994. Time, Human Agency and Social Change: Perspectives on the Life Course. <i>Social Psychology Quarterly</i> 57:4-15.	
10/24/2012	<i>Handbook Chpt 18</i>	<i>Handbook Chpts 19, 20</i>
10/31/2012	<i>Handbook Chpts 21, 25</i>	<i>Handbook Chpts 22, 23, 24</i>
11/7/2012	<i>Handbook Chpt 27</i>	<i>Handbook Chpts 26, 28</i>
11/14/2012	<i>Handbook Chpts 30,31, 34</i> Hofferth, S. L. (2005). Secondary data analysis in family research. <i>Journal of Marriage and Family</i> , 67(4), 891-907. doi: 10.1111/j.1741-3737.2005.00182.x	<i>Handbook Chpts 29, 32, 33</i>
11/21/2012	No Class	
11/28/2012	Research Presentations	
12/5/2012	Research Presentations	
12/10/2012	Research Proposal Due	

Some sample references:

- Braveman, P., & Barclay, C. (2009). Health Disparities Beginning in Childhood: A Life-Course Perspective. [Article]. *Pediatrics*, 124, S163-S175. doi: 10.1542/peds.2009-1100D
- Ferrie, J., & Rolf, K. (2011). Socioeconomic status in childhood and health after age 70: A new longitudinal analysis for the U.S., 1895-2005. [Article]. *Explorations in Economic History*, 48(4), 445-460. doi: 10.1016/j.eeh.2011.06.001
- Gee, G. C., Walsemann, K. M., & Brondolo, E. (2012). A Life Course Perspective on How Racism May Be Related to Health Inequities. [Article]. *American Journal of Public Health*, 102(5), 967-974. doi: 10.2105/ajph.2012.300666
- Hagestad, G. O., & Call, V. R. A. (2007). Pathways to childlessness: A life course perspective. *Journal of Family Issues*, 28(10), 1338-1361. doi: 10.1177/0192513x07303836
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