

SEMINAR: AGING AND THE FAMILY (Human Development and Family Studies 763)

Spring 2004, Thursdays 11:45 a.m. to 2:15 p.m., HDFS 101, 1430 Linden Drive

Instructor: Professor Nadine Marks

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Subject Matter of the Course:

This course examines several issues concerning the social ecology of the ongoing development (aging) of the middle-aged and older adult and his/her family relationships. Topics covered include the demography of aging and families, theories of aging and families, aging in historical perspective, health in middle and older adulthood, health policy and the aging family, employment and retirement in midlife and older adulthood, the economics of aging, couple relationships and sexuality in middle and later life, intergenerational relationships and transfers, grandparenthood, sibling relationships in later life, family caregiving and its consequences, public policy issues related to family caregiving, widowhood, and family bereavement.

Objectives of the Course:

- 1) To provide students with a solid foundation of knowledge and good reference resources for a wide range of theoretical and empirical information related to aging and family issues.
- 2) To provide students with a social ecological, life course perspective on aging and the family. Such a perspective considers aging families in sociohistorical context, taking into account how historical period, population dynamics, economic systems, public policies, social services, and other social systems influence the aging (development) of individuals and their families.
- 3) To make students critical thinkers about theories and research related to aging and the family.
- 4) To provide students with an understanding (and demystification) of the process and components of writing a National Institutes on Health research proposal.
- 5) To further students' professional skills and academic development through providing the guided opportunity to write a research proposal for research that would further understanding in the field of aging and the family.

Requirements and Grading:

1) *Class participation*: Students will be expected to do a significant amount of weekly reading, attend class, and participate actively in group discussions about readings. To help facilitate this, each class week, except for the first week, spring break week, and the last week of the seminar (13 weeks in all), students will be asked to type up one paragraph with a personal reflection/response and/or thoughts about implications and/or question(s) that came up in doing the readings under consideration. These reflections/questions will become part of the basis for class discussion during the seminar period and will be handed in during each seminar period. No paragraphs will be accepted for credit after the day of the seminar period during which they are due. (Weekly paragraphs count for 13% of final grade--1% each week. Class attendance and participation during the 14 weeks of the course after the first week count for 14% of the final grade--1% each week.)

2) *Brief critical review papers*: Students will be expected to write three brief (about 3 double-spaced typewritten pages) critical reviews of readings over the course of the semester. Each review may review *any* of the readings from the semester or another reading of the student's choice if it is approved in advance by the instructor. Each review should include: 1) 1-2 paragraphs introducing the article/chapter reviewed and summarizing its contents; 2) a discussion of strengths of the article/chapter, that is, what it contributes to understanding in the area of aging and families and, if possible, how it converges or contrasts with other reading the student has done on the topic; 3) a discussion of limitations of the article/chapter--e.g., missing considerations, lack of population representativeness, exclusion of minorities, exclusion by gender, exclusion of attention to multiple socioeconomic status groups, exclusion of attention to possible birth cohort differences, ethnocentrism, lack of an explicit use of a theoretical orientation, use of measures of questionable reliability, faulty inferences and/or conclusions made from the data analysis, additional sources of bias, etc.; 4) a brief statement regarding implications, personal reflection, and/or personal response to the reading; and 5) a summarizing concluding statement. Late papers will receive credit that reflects a reduction of one letter grade. (Counts for 36% of final grade--12% for each paper).

4) *Research proposal (or paper)*: A research proposal (about 15 double-spaced typewritten pages) relevant to some aspect of aging and families will be a course requirement for graduate students, and such a research proposal is also one final paper option for senior undergraduate students. Guidance in developing a research proposal--including exposure to the components of writing a National Institutes on Health Public Health Service Grant proposal (one type of grant proposal that might be used to obtain funding to study aging and families)--will be provided during the course of the seminar.

In brief, this proposal will include 1) approximately 2 pages introducing and describing the **specific aims** of the proposal, 2) approximately 8-10 pages on **background and significance**--critically reviewing literature reporting previous research and knowledge in the area, pointing out the remaining gaps in knowledge in this area are, explaining how the proposed research will attempt to fill in one of these gaps, and either providing hypotheses to be tested or research questions to be

explored; and 3) approximately 2-4 pages describing the **methods** (i.e., data, sample, measures, and analytic techniques) that are being proposed to accomplish the aims of the research (NOTE: not to worry, a description of methods and statistics are NOT expected to be a big emphasis in this proposal). More information on the development of these proposals will be provided in class.

Students will also be expected to schedule at least one appointment with the instructor by Monday, April 19, and bring to this appointment a rough outline of the proposal to discuss (and hand in) regarding its feasibility and how it can best contribute to the overall educational and professional goals of the student (e.g., become a first draft for a master's or doctoral thesis proposal).

Senior undergraduate students may choose to write an approximately 15-page review of the literature on a topic of their choice related to aging and the family if they prefer this option to writing a research proposal. Those who choose this option should also schedule an appointment with the instructor by Monday, April 19, to discuss (and hand in) a rough outline of the final paper. More information on how to develop these literature reviews will be provided in class.

During the last class period (May 6) students will each briefly (about 5-8 minutes each) describe their proposals (papers). Research proposals (papers) are due in the instructor's mailbox by high noon on Monday, May 10, 2004. (Meeting with the instructor with a rough outline in a timely fashion will count for 3% of the final grade. The research proposal (paper) itself will count for 34% of the final grade.)

Grades will be assigned using the following conversion table.

100 total possible points

A	94-100 points
AB	89-93 points
B	84-88 points
BC	80-83 points
C	74-79 points
D	65-73 points
F	Below 65 points

Note: I would like to fully include persons with disabilities in this course. Please let me know if you need any special accommodations as soon as possible. Information will be kept confidential whenever possible. For questions regarding the University's disability policies and services, contact the McBurney Disability Resource Center, 905 University Avenue, 263-2741.

Required texts and readings:

1) Blieszner, R., & Bedford, V. H. (1996). *Aging and the Family: Theory and Research*. Westport, CT: Praeger. (Available at University Bookstore.)

2) Packet of readings. (Available at the Letters and Science Copy Center, Social Science Building, 1800 Observatory Drive, Room 6120). Call for availability before pickup: 262-5396).

NOTE: Credit for this seminar may be counted toward the requirements for the Institute on Aging's Specialist in Gerontology Certificate and/or a Ph.D. Minor in Aging Studies. See <http://aging.wisc.edu/education/opportunities.php> for more information about these options.

SEMESTER OUTLINE OF TOPICS

I. OVERVIEW

Week 1
January 22

A. Introduction to the Course

II. THE SOCIAL ECOLOGY OF AGING AND FAMILIES

Week 2
January 29

A. Historical and Theoretical Perspectives on Aging and Families

Week 3
February 5

B. The Demography of Aging and Families

Week 4
February 12

C. Health, Health Policy, and Families in Middle and Later Life

Week 5
February 19

D. Employment, Retirement, and the Economics of Aging Families

FIRST CRITICAL REVIEW DUE BY THIS DATE

II. AGING AND FAMILY RELATIONSHIPS

Week 6
February 26

A. Couples and Sexuality in Middle and Later Life

Week 7
March 4

B. Intergenerational Relationships in Later-Life Families I: Theories and Research on Relationship Quality and Coresidence

Week 8
March 11

C. Intergenerational Relationships in Later-Life Families II: The Dynamics of Reciprocal Social Support

SECOND CRITICAL REVIEW DUE BY THIS DATE

Week 9
March 18

NO CLASS--SPRING BREAK WEEK

Week 10
March 25

D. Grandparenthood

Week 11
April 1

E. Sibling Relationships in Later-Life Families

Week 12
April 8

F. Family Caregiving in Later-Life Families I: Theoretical Perspectives and Prevalence

THIRD CRITICAL REVIEW DUE BY THIS DATE

Week 13
April 15

G. Family Caregiving in Later-Life Families II: Consequences

MEETING WITH INSTRUCTOR ABOUT RESEARCH PROPOSAL OR PAPER OUTLINE NEEDS TO OCCUR BY MONDAY, APRIL 19

Week 14
April 22

H. Family Caregiving in Later-Life Families III: Social Policy Issues

Week 15
April 29

I. Widowhood and Family Bereavement

III. CONCLUSION

Week 16
May 6

A. Aging and the Family: The Family Education & Research Frontier

STUDENT PRESENTATIONS (about 5-8 minutes each) OF RESEARCH PROPOSALS AND PAPERS

Week 17
Monday, May 10

FINAL RESEARCH PROPOSALS AND PAPERS DUE BY NOON THIS DATE

TOPICS AND READINGS

* = Chapter in *Aging and the Family*

** = recommended for grad students; optional reading for senior undergraduates

I. OVERVIEW

Week 1 January 22

A. Introduction to the Course

Butler, R.N., (2002). Declaration of the rights of older persons. *The Gerontologist*, 42, 152-153.

Allen, K. R., Blieszner, R., & Roberto, K. A. (2000). Families in the middle and later years: A review and critique of research in the 1990s. *Journal of Marriage and the Family*, 62, 911-926.

II. THE SOCIAL ECOLOGY OF AGING AND FAMILIES

Week 2 January 29

A. Historical and Theoretical Perspectives on Aging and Families

* Hareven, T. K. (1996). Historical perspectives on the family and aging. In R. Blieszner & V. H. Bedford (Eds.), *Aging and the Family* (pp. 13-31). Westport, CT: Praeger.

* Cohler, B. J., & Altergott, K. (1996). The family of the second half of life: Connecting theories and findings. In R. Blieszner & V. H. Bedford (Eds.), *Aging and the Family* (pp. 59-94). Westport, CT: Praeger.

* Ryff, C. D., & Seltzer, M. M. (1996). Family relations and individual development in adulthood and aging. In R. Blieszner & V. H. Bedford (Eds.), *Aging and the Family* (pp. 95-113). Westport, CT: Praeger.

* Johnson, C. L. (1996). Cultural diversity in the late-life family. In R. Blieszner & V. H. Bedford (Eds.), *Aging and the Family* (pp. 307-331). Westport, CT: Praeger.

Week 3 February 5

B. The Demography of Aging and Families

* Kinsella, K. (1996). Aging and the family: Present and future demographic issues. In R. Blieszner & V. H. Bedford (Eds.), *Aging and the Family* (pp. 32-56). Westport, CT: Praeger.

Hayward, M. D., & Zhang, Z. (2001). Demography of aging: A century of global change 1950-2050. In R. H. Binstock & L. K. George (Eds.), *Handbook of aging and the social sciences* (5th ed.) (pp. 69-85). San Diego: Academic Press.

Williams, D. R., & Wilson, C. M. (2001). Race, ethnicity, and aging. In R. H. Binstock & L. K. George (Eds.), *Handbook of aging and the social sciences* (5th ed.) (pp. 160-178). San Diego: Academic Press.

Watkins, S. C., Mencken, J. A., & Bongaarts, J. (1987). Demographic foundations of family change. *American Sociological Review*, 52, 346-358.

Week 4 February 12

D. Health, Health Policy, and Families in Middle and Later Life

Rowe, J. W., & Kahn, R. L. (1987). Human aging: Usual and successful. *Science*, 237, 143-149.

Rowe, J. W., & Kahn, R. L. (1997). Successful aging. *The Gerontologist*, 37, 433-440.

Jette, A. M. (1996). Disability trends and transitions. In R.H. Binstock & L. K. George (Eds.), *Handbook of aging and the social sciences*, (4th ed.) (pp. 94-116). San Diego: Academic Press.

Mortimer, J. A. (1995). Prospects for prevention of dementia and associated impairments. In L.A. Bond, S.J. Cutler, & A. Grams (Eds.), *Promoting successful and productive aging* (pp. 131-147). Thousand Oaks, CA: Sage.

Feder, J., Komisar, H. L., & Niefeld, M. (2001). The financing and organization of health care. In R. H. Binstock, & L. K. George (Eds.), *Handbook of aging and the social sciences*, (5th ed.) (pp. 387-405). San Diego: Academic Press.

** Schaie, K. W. (1989). The hazards of cognitive aging. *The Gerontologist*, 29, 484-493.

Week 5 February 19

E. Employment, Retirement, and the Economics of Aging Families

FIRST CRITICAL REVIEW DUE BY THIS DATE

* Szinovacz, M., & Ekerdt, D. J. (1995). Families and retirement. In R. Blieszner & V. H. Bedford (Eds.), *Aging and the Family* (pp. 375-400). Westport, CT: Praeger.

* Meyer, M. H., & Bellas, M. L. (1995). U.S. old-age policy and the family. In R. Blieszner & V. H. Bedford (Eds.), *Aging and the family* (pp. 263-283). Westport, CT: Praeger.

Crown, W. (2001). Economic status of the elderly. In R. H. Binstock & L. K. George (Eds.), *Handbook of aging and the social sciences*, (5th ed.) (pp. 352-368). San Diego: Academic Press.

Kingson, E. R., & Williamson, J. B. (2001). Economic security policies. In R. H. Binstock and L. K. George (Eds.), *Handbook of aging and the social sciences*, (5th ed.) (pp. 369-383). San Diego: Academic Press.

Kingson, E. R., & O'Grady-LeShane, R. (1993). The effects of caregiving on women's social security benefits. *Gerontologist*, 33, 230-239.

** Wilmoth, J., & Koso, G. (2002). Does marital history matter? Marital status and wealth outcomes among preretirement adults. *Journal of Marriage and Family*, 64, 254-268.

II. AGING AND FAMILY RELATIONSHIPS

Week 6 February 26

A. Couples and Sexuality in Middle and Later Life

* Huyck, M. H. (1996). Marriage and close relationships of the marital kind. In R. Blieszner & V. H. Bedford (Eds.), *Aging and the Family* (pp. 181-200). Westport, CT: Praeger.

Cooney, T. M., & Dunne, K. (2001). Intimate relationships in later life: Current realities, future prospects. *Journal of Family Issues*, 22, 838-858.

Carstensen, L. L., Gottman, J. M., & Levenson, R. W. (1995). Emotional behavior in long-term marriage. *Psychology and Aging, 10*, 140-149.

Myers, S.M., & Booth, A. (1996). Men's retirement and marital quality. *Journal of Family Issues, 17*, 336-357.

Marsiglio, W., & Donnelly, D. (1991). Sexual relations in later life: A national study of married persons. *Journal of Gerontology: Social Sciences, 46*, S338-S342.

** McKinlay, J. B., & Feldman, H. A. (1994). Age-related variation in sexual activity and interest in the normal men: Results from the Massachusetts Male Aging Study. In A. S. Rossi (Ed.), *Sexuality across the life course* (pp. 261-285). Chicago: University of Chicago Press.

** Levy, J. A. (1994). Sex and sexuality in later life stages. In A. S. Rossi (Ed.), *Sexuality across the life course* (pp. 287-309). Chicago: University of Chicago Press.

Week 7 March 4

**B. Intergenerational Relationships in Later Life Families I:
Theories and Research on Relationship Quality and Coresidence**

* Suitor, J. J., Pillemer, K., Keeton, S., & Robison, J. (1996). Aged parents and aging children: Determinants of relationship quality. In R. Blieszner & V. H. Bedford (Eds.), *Aging and the family* (pp. 223-242). Westport, CT: Praeger.

** Bengtson, V. L. & Roberts, R. E. L. (1991). Intergenerational solidarity in aging families: An example of formal theory construction. *Journal of Marriage and the Family, 53*, 856-870.

Bengtson, V. (2001). Beyond the nuclear family: The increasing importance of multigenerational bonds. *Journal of Marriage and Family, 63*, 1-16.

Luescher, K., & Pillemer, K. (1998). Intergenerational ambivalence: A new approach to the study of parent-child relations in later life. *Journal of Marriage and the Family, 60*, 413-425.

Wilson, A.E., Shuey, K.M., & Elder, G.H., Jr. (2003). Ambivalence in the relationship of adult children to aging parents and in-laws. *Journal of Marriage and Family, 65*, 1055-1072.

** White, L., & Edwards, J. N. (1990). Emptying the nest and parental well-being: An analysis of national panel data. *American Sociological Review*, 55, 235-242.

Aquilino, W. S. & Supple, K. R. (1991). Parent-child relations and parent's satisfaction with living arrangements when adult children live at home. *Journal of Marriage and the Family*, 53, 13-27.

** White, L. K., & Rogers, S. J. (1997). Strong support but uneasy relationships: Coresidence and adult children's relationships with their parents. *Journal of Marriage and the Family*, 59, 62-76.

Week 8

March 11

**C. Intergenerational Relations II:
The Dynamics of Reciprocal Social Support**

SECOND CRITICAL REVIEW DUE BY THIS DATE

Soldo, B. J., and Hill, M. S. (1993). Intergenerational transfers: Economic, demographic, and social perspectives. In G.L. Maddox and M.P. Lawton (Eds.), *Annual Review of Gerontology and Geriatrics*, Vol. 13 (pp. 187-216). New York: Springer.

Burr, J. A., & Mutcher, J. E. (1999). Racial and ethnic variation in norms of filial responsibility among older persons. *Journal of Marriage and the Family*, 61, 674-687.

Silverstein, M., Parrott, T. M., & Bengtson, V. L. (1995). Factors that predispose middle-aged sons and daughters to provide social support to older parents. *Journal of Marriage and the Family*, 57, 465-475.

Lee, E., Spitze, G., & Logan, J.R. (2003). Social support to parents-in-law: The interplay of gender and kin hierarchies. *Journal of Marriage and Family*, 65, 396-403.

** Rossi, A. S., & Rossi, P. (1990). Summary and conclusions. *On human bonding* (pp. 485-514). Aldine de Gruyter: New York.

** Davey, A., & Eggebeen, D. J. (1998). Patterns of intergenerational exchange and mental health. *Journal of Gerontology: Psychological Sciences, 53B*, P86-P95.

Ishii-Kuntz, M. (1997). Intergenerational relations among Chinese, Japanese, and Korean Americans. *Family Relations, 46*, 23-32.

Week 9 March 18 NO CLASS--SPRING BREAK WEEK

Week 10 March 25

D. Grandparenthood

* Robertson, J. F. (1996). Grandparenting in an era of rapid change. In R. Blieszner & V. H. Bedford (Eds.), *Aging and the Family* (pp. 243-260). Westport, CT: Praeger.

Szinovacz, M. E. (1998). Grandparents today: A demographic profile. *The Gerontologist, 38*, 37-52.

Fuller-Thomson, E., & Minkler, M. (2001). American grandparents providing extensive care to their children: Prevalence and profile. *The Gerontologist, 41*, 201-209.

King, V., Silverstein, M., Elder, G.H., Jr., Bengtson, V., Conger, R.D. (2003). Relations with grandparents: Rural Midwest versus urban Southern California. *Journal of Family Issues, 24*, 1044-1069.

** Jendrek, M. P. (1993). Grandparents who parent their grandchildren: Effects on lifestyle. *Journal of Marriage and the Family, 55*, 609-621.

Goodman, C., & Silverstein, M. (2002). Grandmothers raising grandchildren: Family structure and well-being in culturally diverse families. *The Gerontologist, 42*, 676-689.

** Hill, T. J. (2001). What's a grandparent to do? The legal status of grandparents in the extended family. *Journal of Family Issues, 22*, 594-618.

Week 11 April 1

E. Sibling Relationships in Later-Life Families

* Bedford, V. H. (1996). Sibling relationships in middle and old age. In R. Blieszner & V. H. Bedford (Eds.), *Aging and the Family* (pp. 201-222). Westport, CT: Praeger.

Connidis, I. A. (1992). Life transitions and the adult sibling tie: A qualitative study. *Journal of Marriage and the Family*, 54, 972-982.

White, L. (2001). Sibling relations over the life course: A panel analysis. *Journal of Marriage and Family*, 63, 555-568.

White, L. K., & Riedmann, A. (1992). When the Brady Bunch grows up: Step/half- and fullsibling relationships in adulthood. *Journal of Marriage and the Family*, 54, 197-208.

** Horwitz, A. V. (1993). Adult siblings as sources of social support for the seriously mentally ill: A test of the serial model. *Journal of Marriage and the Family*, 55, 623-632.

Suitor, J., & Pillemer, K. (1993). Support and interpersonal stress in the social networks of married daughters caring for parents with dementia. *Journal of Gerontology: Social Sciences*, 48, S1-S8.

Week 12 April 8

F. Family Caregiving in Later-Life Families I: Theoretical Perspectives and Prevalence

THIRD CRITICAL REVIEW DUE BY THIS DATE

* Dwyer, J. W. (1996). The effects of illness on the family. In R. Blieszner & V.H. Bedford (Eds.), *Aging and the Family* (pp. 401-421). Westport, CT: Praeger.

Biegel, D., Sales, E., & Schulz, R. (1991). Theoretical perspectives on caregiving. In D. Biegel, E. Sales, & R. Schulz, *Family caregiving in chronic illness* (pp. 29-60). Newbury Park, CA: Sage.

Kahana, E., Kahana, B., Johnson, J. R., Hammond, R. J., & Kercher, K. (1994). Developmental challenges and family caregiving: Bridging concepts and research. In E. Kahana, D.E. Biegel, & M.L. Wykle (Eds.), *Family caregiving across the lifespan* (pp. 3-41). Thousand Oaks, CA: Sage.

Marks, N. F. (1996). Caregiving across the lifespan: National prevalence and predictors. *Family Relations*, 45, 27-36.

** Moen, P., Robison, J., & Fields, V. (1994). Women's work and caregiving roles: A life course approach. *Journal of Gerontology: Social Sciences*, 49, S176-S186.

Week 13 April 15

G. Family Caregiving in Later-Life Families II: Consequences

BRIEF CONFERENCE WITH INSTRUCTOR ABOUT RESEARCH
PROPOSAL NEEDS TO OCCUR BY MONDAY, APRIL 19

Pinquart, M., & Sorensen, S. (2003). Differences between caregivers and noncaregivers in psychological health and physical health: A meta-analysis. *Psychology and Aging*, 18, 250-267.

Ory, M. G., Hoffman, R. R., Yee, J. L., Tennstedt, S., & Schulz, R. (1999). Prevalence and impact of caregiving: A detailed comparison between dementia and nondementia caregivers. *The Gerontologist*, 39, 177-185.

** Lieberman, M. A., & Fisher, L. (1995). The impact of chronic illness on the health and well-being of family members. *The Gerontologist*, 35, 94-102.

** Pavalko, E. K., & Artis, J. E. (1997). Women's caregiving and paid work: Causal relations in late midlife. *Journal of Gerontology: Social Sciences*, 52B(4), S170-S179.

Marks, N.F., Lambert, J.D., & Choi, H. (2002). Transitions to caregiving, gender, and psychological well-being: A prospective U.S. national study. *Journal of Marriage and Family*, 64, 657-667.

Connell, C. M., & Gibson, G. D. (1997). Racial, ethnic, and cultural differences in dementia caregiving: Review and analysis. *The Gerontologist*, 37(3), 355-364.

Pillemer, K., & Suitor, J. J. (1992). Violence and violent feelings: What causes them among family caregivers? *Journal of Gerontology: Social Sciences*, 47, S165-172.

Week 14 April 22

H. Family Caregiving in Later-Life Families III: Social Policy Issues

Cantor, M. H. (1991). Family and community: Changing roles in an aging society. *The Gerontologist*, 31, 337-346.

Sorensen, S., Pinquart, M., & Duberstein, P. (2002). How effective are interventions with caregivers? An updated meta-analysis. *The Gerontologist*, 42, 356-372.

** Zarit, S. H., Stephens, M. A., Townsend, A., & Greene, R. (1998). Stress reduction for family caregivers: Effects of adult day care use. *Journal of Gerontology: Social Sciences*, 53B, S267-S277.

Whitlach, C. J., Schur, D., Noelker, L. S., Ejaz, F. K., Looman, W. J. (2001). The stress process of family caregiving in institutional settings. *Gerontologist*, 41, 462-473.

* Wacker, R. R. (1996). Legal issues and family involvement in later-life families. In R. Blieszner & V.H. Bedford (Eds.), *Aging and the Family* (pp. 284-306). Westport, CT: Praeger.

Wilber, K.H., & McNeilly, D.P. (2001). Elder abuse and victimization. In J.E. Birren & K.W. Schaie (eds.), *Handbook of the Psychology of Aging* (5th Ed.)(pp. 569-591). San Diego: Academic Press.

** Newman, S. (2003). The living conditions of elderly Americans. *The Gerontologist*, 43, 99-109.

Week 15 April 29

I. Widowhood and Family Bereavement

* Moss, M. S., & Moss, S. Z. (1996). Death and bereavement. In R. Blieszner & V.H. Bedford (Eds.), *Aging and the Family* (pp. 422-439). Westport, CT: Praeger.

* Bryant, S. L. & Hansson, R. O. (1996). Widowhood. In R. Blieszner & V. H. Bedford (Eds.), *Aging and the Family* (pp. 440-458). Westport, CT: Praeger.

Wortman, C. B., & Silver, R. C. (1990). Successful mastery of bereavement and widowhood: A life course perspective. In P. B. Baltes, & M. B. Baltes (Eds.), *Successful aging: Perspectives from the behavioral sciences* (225-264). New York: Cambridge University Press.

Umberson, D., & Chen, M. D. (1994). Effects of a parent's death on adult children: Relationship salience and reaction to loss. *American Sociological Review*, 59, 152-168.

Umberson, D. (1995). Marriage as support or strain? Marital quality following the death of a parent. *Journal of Marriage and the Family*, 57, 709-723.

Guest speaker: Karen Kehl, School of Nursing, Madison Hospice
(Topic: "The Good Death")

III. CONCLUSION

Week 16 May 6

A. Aging and the Family: The Family Life Education and Research Frontier

STUDENT PRESENTATIONS (5-10 minutes each) OF RESEARCH
PROPOSALS/PAPERS

Ballard, S.M., & Morris, M.L. (2003). The family life education needs of midlife and older adults. *Family Relations*, 52, 129-136.

Bengtson, V. L., & Silverstein, M. (1993). Families, aging, and social change: Seven agendas for 21st century researchers. In G.L. Maddox, & M.P. Lawton (Eds.), *Annual Review of Gerontology and Geriatrics*, Vol. 13 (pp. 15-38). New York: Springer.

Week 17 Monday, May 10 (SUMMARY PERIOD)

FINAL PROPOSAL OR PAPER DUE BY NOON THIS DATE