

THE LIFE COURSE PARADIGM: ROOTS AND FUTURE DIRECTIONS

March 14-15, 2016

Université de Lausanne

Professor Richard Settersten (Oregon State University) & Professor Dario Spini (Université de Lausanne)

This two-day doctoral module has a twofold objective, one for each day. The first day will emphasize the origin and evolution of the lifespan tradition in psychology and the life course tradition in sociology. Students will be introduced to classic and contemporary scholarship and able to identify key propositions and controversies in each intellectual tradition. They will also be able to identify how the two traditions converge and diverge, and complement and conflict, with one another. Students will focus on the tradition of which they are not part, thereby appreciating their knowledge and appreciation for the other tradition. The instructors also have different training and expertise (Spini in psychology, Settersten in sociology), which will also bring lively classroom discussion.

The second day will emphasize the future and application of the life course paradigm. In the first half, we will discuss critical new research directions for advancing each tradition. More importantly, we will identify new directions for integrating the two traditions. Integration is necessary if the science of human development is to build stronger theories and models that are multidimensional, multilevel, and multidirectional. With this goal in mind, the second half of the day will be devoted to applying the life course paradigm to the organizing concept of NCCR LIVES – “vulnerability” – as well as to students’ own research topics.

Readings will be made available to students in January. Students will be asked to submit brief discussion questions/reactions by Thursday, March 10. Information on readings and discussion topics will be released to students after registration.

Dear Students,

We are looking forward to our seminar, “The Life Course Paradigm: Roots and Future Directions,” on March 14-15, from 9.00-16.30 each day, in Room 2218, Geopolis building, Unil-Mouline, Lausanne.

Below, you will find our planned schedule and reading list. We have provided PDFs of all of the readings via the LIVES intranet. Please read all of the assigned articles before we meet.

To help us prepare for the course, we ask that you send us brief responses (just a few sentences) to each the following questions by **Monday, March 7** (one week in advance):

- What is your biggest hope for the seminar? What would you most like to get out of it?
- What will make the seminar a successful experience for you?
- Do you have any worries about the seminar?
- Is there a particular topic or issue you would like us to address?

Please send your responses to Tomaso Solari at Tomaso.Solari@unil.ch

We'll see you in March. Get ready to have some fun.

Rick Settersten and Dario Spini

SCHEDULE

Day 1 (March 14)

9:00-9:30 Welcome, introductions, overview of the module (RS & DS)

9:30-10:30 Roots of the life course paradigm (RS)

10:30-10:45 Coffee break

10:45-11:45 Roots of the life span paradigm (DS)

11:45-13:00 Lunch

13:00-14:15 The life course paradigm today (RS)

14:15-14:30 Coffee break

14:30-15:45 The life span psychology today (DS)

15:45-16:00 Coffee break

16:00-16:30 Conclusion, Day 1

Day 2 (March 15):

9:00-11:45 Integrating life course and life span research: Potentials, directions (RS)

11:45-13:00 Lunch

13:00-15:45 Vulnerability as a bridging concept (DS)

15:45-16:00 Coffee break

16:00-16:30 Conclusion, Day 2

Reading List

Required

This is a lead article and short responses:

- Alwin, D. (2012). Integrating varieties of life course concepts. *Journal of Gerontology: Social Sciences*, 67, 206–220.
- Dannefer, D. (2012). Enriching the tapestry: expanding the scope of life course concepts. *Journal of Gerontology: Social Sciences*, 67, 221–225.
- Hendricks, J. (2012). Considering life course concepts. *Journal of Gerontology: Social Sciences*, 67, 226–231.
- Alwin, D.F. (2012). Words have consequences. *Journal of Gerontology: Social Sciences*, 67, 232–234.
- Baltes, P. B., Staudinger, U. M., & Lindenberger, U. (1999). Lifespan psychology: Theory and Application to Intellectual Functioning. *Annual Review of Psychology*, 50, 471-507.
- Elder, G.H., Jr., Shanahan, M.J., & Jennings, J. A. (2015). Human development in time and place. In T. Leventhal and M. Bornstein (Eds.), *Handbook of Child Psychology and Developmental Science: Ecological Settings and Processes in Developmental Systems*, Vol. 4, 7th edition (pp. 6-54). New York: Wiley & Sons.
- Levy, R. (2013). Analysis of life courses: A theoretical sketch. In R. Levy & E. Widmer's (Eds.), *Gendered Life Courses: between standardization and individualization – a European approach applied to Switzerland*. LIT Verlag.
- Mayer, K. U. (2004). Whose lives? How history, societies and institutions define and shape life courses. *Research in Human Development*, 1(3), 161-187.
- Misztal, B. A. (2012). Chapter 2, "Towards a sociology of vulnerability," from *The Challenges of Vulnerability*. London: Palgrave MacMillan. Chapitre
- Salmela-Aro, K. (2009). Personal goals and well-being during critical life events: the four C's. channelling, choice, co-agency and compensation. *Advances in life course research*, 14(1-2), 63-73.
- Spini, D., Hanappi, D., Bernardi, L., Oris, M., & Bickel, J.-F. (2013). *Vulnerability across the life course: A theoretical framework and research directions*. In D. Morselli & V. Eicher (Eds.), LIVES Working Papers (Vol. University of Lausanne, pp. 38). Lausanne.

Please also choose 2 of these:

- Dannefer, D. (2003). Cumulative advantage/disadvantage and the life course: Cross-fertilizing age and social science theory. *Journal of Gerontology: Social Sciences*, 58B, S327-37.
- Kohli, M. (2007). The institutionalization of the life course: Looking back to look ahead. *Research in Human Development*, 4, 253-71.

- Hooker, K., & McAdams, D. P. (2003). Personality reconsidered: A new agenda for aging research. *Journal of Gerontology: Psychological Sciences*, *58B*(6), 296-304.
- Schröder-Butterfill, E., & Marianti, R. (2006). A framework for understanding old-age vulnerabilities. *Ageing & Society*, *26*, 9-35.

