

ASA Section on Aging & The Life Course

summer
2003

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Home Page:
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What Future for the Section's Research Groups?

By Dave Ekerdt, Section Chair

Research Groups (formerly Research Committees) have been part of the Aging and the Life Course Section's activities since 1990. In that time, many Section members have participated in Research Groups, networked, made good professional friends, and had a regular place on the annual meeting program. Groups have formed around such themes as parent-child relations, aging well, the life course, Alzheimer's disease, comparative aging, work and retirement, qualitative research, gender, bioethics, race and ethnicity, and other topics. Lately, however, Research Groups have been harder to sustain, raising questions about their future form.

In the late 1980's, John Williamson proposed that the Section host "Research Committees" as another way for people to engage in the Section, the annual meeting, and their substantive specialty. Modeled on similar committees in other organizations, he imagined them as meeting in conjunction with the Section's Roundtable session. By August 1990, five groups had organized themselves and met during the ASA annual meeting. Section Council appointed John (and later others) to coordinate the activity and give it some year-to-year continuity.

About eight or nine Research Groups, as they were now called, met annually in the ensuing years. One issue of the Section newsletter described their activities this way: "In many cases, the Research Group meeting at the Section's Roundtable session is an informal discussion of (a) what research those present are doing or planning, (b) recent books and articles of interest, (c) ideas for possible funding sources, and (d) where the cutting edge is and what research needs to be done next. With some of the committees, formal papers are presented; with others the session is more an informal discussion. In some cases, those present exchange drafts of papers for comment between meetings. We hope that eventually some participants will co-author articles, books, and grant proposals. Each group has a great deal of autonomy with respect to what actually goes on at and between meetings."

Note the key features of this activity: A Section-appointed coordinator who oversees the integrity of the groups and publicizes them; groups conducting themselves with informality and autonomy; and Research Group participants enjoying the advantage of their name in the program. In addition, ASA had a planning format for its annual meeting that easily accommodated the Research Groups meeting during the Refereed Roundtable session.

In the last few years, things have changed. First, there has been no Section-appointed coordinator, leaving Section Council scrambling to supervise the Research Groups on an ad hoc basis. Second, ASA has phased in an online submission system for the annual meeting that admits only paper-based submissions. This has steered the Research Groups toward paper presentations and away from the informality and flexibility that was their hallmark.

To address these changes, Section Council at its August meeting will discuss—with input from the Research Groups and other Section members—a hierarchy of questions. *First, should the Section continue to sponsor, host, and affirm the value of Research Groups?* If the answer is yes, we will need to restore a coordinator or coordinating committee. *Second, assuming that the Research Groups will continue, how should they meet?* They can meet in conjunction with the Refereed Roundtables, as we have done since 1990, but working through the online submission system will continue to challenge us. Alternatively, they can meet at another time during the ASA meeting, which could restore their informality but might also be less convenient.

We would welcome any Section member's comments on this topic, especially if you have had a stake or interest in Research Groups over the years. You can direct your ideas to David Ekerdt at dekerdt@ku.edu.

Getting More Out of ASA: Advice for Students and Other Newcomers

*By Joy Pixley and Adam Perzynski
Graduate Student Representatives, Aging & the Life Course Section Council*

Academic conferences can be fun and rewarding experiences. They provide a wonderful opportunity to learn about the latest research activities, find resources for your own research and teaching, touch base with colleagues and friends, and meet others in your field. The sheer size and breadth of the ASA annual meetings mean that this conference offers more of all of these benefits than smaller conferences. Yet that same large size leaves some newcomers feeling overwhelmed. In particular, students and other junior members may feel isolated and find it difficult to meet people. As the student representatives to the ALC Council, we'd like to help newcomers get the most out of ASA. We looked around for the best advice we could find, and here we summarize many pages of hints and suggestions from both senior and junior members of the ALC. We hope you find something useful!

Planning ahead

What you do before the conference can substantially enhance your experiences once you're there. If you know you'd like to talk with a particular person during the conference, try emailing them a couple of weeks in advance to set up an appointment. Explain why you want to meet with them: for instance, you may have a quick methodological question, or hope to get their input on a project that is related to something they've done, or want to know more about their program.

Students, consider talking to your advisors about the conference. He or she probably knows some of the senior level people you'd like to meet and can be sure to introduce you or to invite you along for dinner plans with them.

Before the conference, go over the online program to identify activities that you want to be sure not to miss. The program lists presentations as well as scheduled receptions and business meetings. Don't forget to mark the ALC Section sessions and business meeting! (See pages 4-8 of this newsletter.) Plan to go to a variety of activities; interspersing paper sessions with roundtables, poster sessions, exhibits, meetings, and breaks helps to maintain your energy and interest level. Look up listings for the people you would most like to meet. You might want to review their latest articles ahead of time, and think about a quick question or two you could ask them that would show both interest in and familiarity with their work.

Meeting people

Students sometimes focus on meeting "famous" people at conferences, but fellow sociologists who are less well known may make better contacts in the long run. Keep an eye out for other section members, who are likely to have similar research interests, and especially for other students and junior faculty working in your field. Don't underestimate the importance of making contacts with other people at your level: these are the colleagues you will be seeing at conferences and working with on projects and committees for the rest of your career!

Some ASA activities are better for meeting people than others. Take advantage of the many receptions held every evening. Get more involved by coming to Section business meetings and social events. This year the ALC Section is hosting an informal reception on Monday evening, so don't miss it! (See page 4 of this newsletter.) Also, we would personally suggest running for student representative on the Section Council as a way to become more integrated.

Roundtable and poster sessions are probably the best options for getting useful feedback on your work, and attending them is another great way to meet people. Sessions within your section(s) are an even stronger choice. When watching paper presentations, try to think of interesting questions to ask in the Q&A afterwards; the presenter will remember you and could be more likely to speak with you after the session or later in the hall. Don't be shy about exchanging papers and email addresses, or continuing a conversation started at a roundtable over coffee or lunch later that day.

According to our informal survey, the best times to introduce yourself are: at receptions and other events, such as Departmental Alumni Night; after the person presents; before or after section meetings; at roundtables or poster sessions; while browsing poster sessions or exhibits; when the person is talking with someone else you know; or when the person is alone flipping through his or her program or papers. One contributor suggests that before sitting down at a paper presentation, see if you recognize anybody, and sit down two seats away from him or her and strike up a conversation. By contrast, the worst times to introduce yourself are: just before the person presents; when the person is at a meal or sitting down conversing with a small group; or as the person is rushing out the door to catch the next session or meeting.

Introducing yourself

The conference setting means you already have much in common with other junior attendees. If you noticed the person at a presentation, talk about the session topic and ask if he or she is working in that area. If you're starting from scratch, ask people whether they're

presenting at the conference and on what topic, what interesting sessions they've seen, and if they've figured out yet where to get a decent bagel and coffee near the hotel that won't break a modest budget.

Starting a conversation with a senior person can be a bit more intimidating, and it's good to be prepared. Be sure to say your name very clearly, and position your name tag so that it's easy to see. State your institutional affiliation and any other connections that may be relevant, such as your advisor's name, or the research center where you work. Many advisors encourage students to have a brief statement ready that clearly summarizes their main interests in one or two sentences. It may sound silly, but practice that statement ahead of time: you will probably find that your first attempts are either not very informative or are much, much longer than you want. Then mention something you found interesting about a recent book or article of theirs, and ask what they're working on now.

If you have a longer question for someone – for instance, you could use their advice on a topic related to their work – don't expect to get into a long conversation about it right there. Instead, tell them that you'd really appreciate their feedback and ask if they would mind if you emailed them later about it. They may suggest meeting for coffee to talk about it later, but don't put them on the spot.

Try not to take it personally if you are rebuffed by someone when you try to strike up a conversation. That person may have been busy, or thinking about something else, or just not good at meeting new people. Finally, be patient: becoming integrated takes time.

Meal plans

It can seem to newcomers that everyone else at ASA is having exciting conversations over breakfast, lunch, and dinner every day. How can you get in on those plans? One option is to start conversations with small groups of people talking in the hall shortly before meal time (this works best if you already know at least one person in the group). Another good option is to arrange with friends to bring along people they've just met, or colleagues from their new jobs, to dinner. Most meal plans are flexible, so take advantage of spontaneous opportunities. Unless this is an official meeting or interview, it's usually considered fine to bring an extra person.

Instead of hoping to be included in someone else's plans, start your own group for dinner. Try researching the nearby dining options early on, and have at least two suggestions in mind: just knowing how to get to that recommended Cuban restaurant puts you a step ahead of most people. Be sure to clarify when and where everyone will meet to leave for the restaurant, and give people your business card so they remember your last name and can leave a note at the ASA message center if their plans change.

Things to avoid

Although people differ in what they like and don't like in a conference, a few things kept resurfacing as disappointing experiences. One potential mistake is spending most of your time away from the conference or with people from your current institution, and not meeting anyone new. Students often try to save money by getting cheaper hotel rooms far away from the conference hotels. Try squeezing more people into a hotel room closer to the action, and you'll probably get more involved in the conference. Newcomers also may regret spending most of their time attending paper sessions and skipping the more informal events, which can leave you feeling burned out and isolated.

One of the biggest mistakes you can make is not following up on contacts you've made. Be sure to send out any papers you promised, or email people with the question you said you wanted their feedback on. If you spoke at length with someone about a topic, follow up with an email within a week in which you give them the references you talked about, or a copy of your working paper, or the URL of the site you discussed. Or ask them for references that they mentioned in your discussion – it's hard to recall details at the conference, but when they're back at the office, it should be relatively easy for them to find, copy, and paste a few citations into an email.

Have a great conference!

We hope that you found an idea or two here that will help you get more out of your ASA experience, and we heartily thank all the people who contributed their suggestions for this piece. Here's another trick for meeting new people: come introduce yourselves to us – we're looking forward to it!

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Karl Pillemer ('05)

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Joy Pixley ('03)
Adam Perzynski ('04)

98th Annual Meeting August 16-19, Atlanta, Georgia

New Section Event! Informal Section Reception

*Monday night, August 18, 7 p.m. to 8:30 p.m.
Max Lager's brewpub, 320 Peachtree St.
(one block northwest of the Atlanta Marriott Marquis)
Cash bar with a complimentary drink ticket to the first 50 persons.*

*Enjoy handcrafted beers and sodas while catching up with old and new friends.
Stop in as you begin your evening, or come to make dinner plans.
Student members especially welcome.*

Aging & the Life Course Section Day

The Section-sponsored paper session, roundtables and research groups, Distinguished Scholar Award lecture, business meeting, and invited symposium will be held on Tuesday, August 19 at the Atlanta Marriott Marquis.

August 19
8:30 a.m. - 10:10 a.m.

Paper Session. Work and Retirement

Organizer, Presider and Discussant: Angela M. O'Rand (Duke University)

Participants:

Nancy L. Marshall (Wellesley College)
"Gender, retirement status and health among older workers"

Tay McNamara (Boston College)
"Health-related employer policies and retirement decisions"

Stephen Appold (National University of Singapore)
"How much longer would men work if there were no employment dislocation?"

Maximiliane E. Szinovacz (Eastern Virginia Medical School)
"Honeymoons and joint luncheons: Effects of spouse's employment on depressive symptoms"

10:30 a.m. - 12:10 p.m.
Refereed Roundtables and Research Groups

Organizer: Dale Dannefer (University of Rochester) ; Karl Pillemer (Cornell University)

Table 1. Sustaining the Self over the Life Course

Charles F. Longino (Wake Forest University), Presider

Lynne G. Hodgson (Quinnipiac University); Stephen J. Cutler (University of Vermont)
"The value of talk: The importance of support for people with concerns about Alzheimer's Disease"

Table 1, Cont.

Laura M. Carpenter (Vanderbilt University); Constance A. Nathanson (Columbia University);
Young J. Kim (Johns Hopkins University)
"Sex after 40? How social norms about gender and aging shape sexual activity in midlife"

Owen Patrick Whooley (Boston College)
"The final stage: The process of post-self construction and the politics of death"

Table 2. Health and Aging

Duane F. Alwin (Pennsylvania State University), Presider

Eva Kahana (Case Western Reserve University); Heidi T. Chirayath (Bates College);
Amy A. Wisniewski & Kyle C. Kercher (Case Western Reserve University)
"How health adaptations ameliorate adverse effects of ill health on older adults' quality of life"

Hyunjoon Park (University of Wisconsin-Madison)
"Determinants of functional status among the Japanese elderly: A latent class approach"

Linda A. Wray & Duane F. Alwin (Pennsylvania State University); Ryan J. McCammon &
Timothy C. Manning (University of Michigan)
"Do health risks mediate the SES-health link in middle-aged and older adults?"

Table 3. Cultural Diversity in Later Life

Kyriakos S. Markides (University of Texas Medical Branch), Presider

Jibum Kim (University of Chicago and NORC); Diane Lauderdale (University of Chicago)
"Community context and daily lives of immigrant elderly"

Jacqueline L. Angel (University of Texas at Austin)
"Cohort succession and the care arrangements of older Mexican Americans"

Emiko Takagi (University of Southern California)
"Gender dynamics and family caregiving in Japan"

Table 4. Care and Living Arrangements in Later Life

Eleanor Stoller (Case Western Reserve University), Presider

Debra Street, Steve J. McDonald, & Brandy D. Harris (Florida State University)
"Home sweet home? Preliminary findings from a study of assisted living facilities"

Gloria Gibson (University of Maryland College Park)
"Social support satisfaction & physical health perceptions among older dementia caregivers"

Alison M. Bowes & Gillian M. McColgan (University of Stirling)
"Shifting cultures in Scottish community care for older people: From care to support"

Table 5. Social Psychology of Aging

Merril Silverstein (University of Southern California), Presider

Ellen M. Granberg (Clemson University); Walter R. Gove (Vanderbilt University)
"Getting older, getting better: Perceptions of social competence during aging"

Jeanne Slizyk (University of Florida)
"Spiritual elements within successful aging, health and well-being"

Donald C. Reitzes (Georgia State University)
"Self processes and grandparent role satisfaction"

Continued on next page...

Refereed Roundtables and Research Groups, Continued

Table 6. Construction of Health and Age

Elaine Wethington (Cornell University), Presider

Lisa Cox Hall (University of Kansas)

"The significance of age in the construction of breast cancer experience"

Zhao Feng (Boston University)

"Construction of menopause: An inquiry of cultural influences on menopause and its associated problems"

Isabel Araiza (Boston College)

"Examining multiple conceptualizations of retirement and their inter-connections with race and class"

Table 7. Gender and the Life Course

Jeylan T. Mortimer (University of Minnesota, Minneapolis), Presider

John Reynolds (Florida State University)

"Gender-related trends in high school seniors' career plans, 1976-2000"

Chizuko Wakabayashi & Katharine M. Donato (Rice University)

"Economic consequences of caregiving: Effects on women's employment and earnings"

Benjamin Allan Lewin, Stacey Ruf, & Jennie Jacobs Kronenfeld (Arizona State University)

"Gender differences in the effects of socioeconomic status on physical functioning within elderly populations"

Table 8. Research Group on Work and Retirement

Maximiliane E. Szinovacz (Eastern Virginia Medical School), Presider

Chris Donoghue (William Paterson University)

"Deconstructing aged dependency: An assessment of the dependency ratio as an indicator of population aging"

David J. Ekerdt (University of Kansas)

"Born to retire: The foreshortened life course"

Amy A. Wisniewski (Case Western Reserve University)

"Retirement plans and expectations among six cohorts of adults"

Richard L. Hogan & Carolyn C. Perrucci (Purdue University)

"Race, gender and cohort effects on retirement earnings: A peek at Wave Five of HRS"

Table 9. Research Group on the Life Course

Cheryl Elman (University of Akron), Presider

Eliza K. Pavalko (Indiana University)

"What is a career? Different approaches to conceptualizing and analyzing life course processes"

Janice K. Purk (State University of West Georgia)

"Green and gray today: Older adults and the environment"

Dale Dannefer (University of Rochester)

"Life course as biography, life course as structure"

Kristen J. Whitlock & Robert J. Johnson (Kent State University); Howard B. Kaplan (Texas A & M University)

"Young adult consequences of adolescent violence and harassment"

Table 10. Research Group on Parent-Child Relations in the Later Years

Deborah M. Merrill (Clark University), Presider

Maria Schmeekle (Illinois State University); Roseann Giarrusso (University of Southern California)
"From nonentity to cherished parent: Factors influencing adult children's perceptions of relationships with stepparents"

Heying Jenny Zhan (Georgia State University)
"Willingness and expectations: Intergenerational differences in attitudes toward filial responsibility in China"

Deborah M. Merrill (Clark University)
"Transition to the role of daughter-in law: What are the implications of divorce?"

Monisa Shackelford & J. Jill Suito (Louisiana State University); Karl Pillemer (Cornell University)
"Effects of parent-child relations on caregivers' well-being: Patterns of support or stress?"

Table 11. Research Group on Comparative Aging

Debra J. Dobbs (University of North Carolina at Chapel Hill), Presider

Chieh-Wen Liu (National Chung Cheng University); Shu-Fen Tseng (Yuan-Ze University)
"Digital inclusion or exclusion? The access and usage of internet in the elderly"

Katherine M. Condon (U.S. Census Bureau, Population Division)
"Culture and aging: Cultural differences in expression of need by elders"

Saeko Kikuzawa (Shukutoku University)
"Gender and disability in old age in Japan"

12:30 p.m. – 2:10 p.m.

Distinguished Scholar Award Lecture and Business Meeting

Distinguished Scholar Award Lecture (12:30 p.m. – 1:30 p.m.)

Organizer and Presider: David J. Ekerdt (University of Kansas)

Lecturer: Martin Kohli (Free University of Berlin)

Section on Aging and the Life Course Business Meeting and Reception (1:30 – 2:10 p.m.)

2:30 p.m. – 4:10 p.m.

Invited Symposium. Can't Take It with You: Age and Consumption

Organizer and Presider: David J. Ekerdt (University of Kansas)

Stephen Katz (Trent University, Canada)
"Aging in consumer society: Technologies of identity and the senior market"

Susan A. Eisenhandler (University of Connecticut)
"The stuff dreams are made of: Material values and daily life among older adults"

Toni Calasanti (Virginia Polytechnic Institute and State University)
"The consuming desire to 'age successfully'"

Stephen Crystal (Rutgers University)
"Out-of-pocket health care expenditures by older Americans: Cumulative advantage, coverage, choice, and equity"

Charles Longino (Wake Forest University), Discussant

- *News of Members* -

Results of a study by Donald Hoover, **Stephen Crystal**, R. Kumar, Usha Sambamoorthi and Joel Cantor on the costs of end-of-life care and their implications for financing health care in the future were presented to the Senate Appropriations Committee on June 11, 2002, by Donald Hoover. See "Medical expenditures during the last year of life: Findings from the 1992-96 Medicare Current Beneficiary Survey." *Health Services Research* 37(6): 1625-1642, 2002.

Ken Ferraro has been named Director of the Center on Aging and the Life Course at Purdue University.

Rhonda J. V. Montgomery has been named the new chair in gerontology at the University of Wisconsin-Milwaukee, in the Helen Bader School of Social Welfare. At UWM, Montgomery holds faculty appointments both in that school and in the Sociology Department of the College of Letters and Science.

Diane S. Shinberg has joined the Sociology faculty at the University of Memphis.

- *New Publications by Section Members and Reading Recommendations* -

Monika Ardelt. 2003. Empirical assessment of a three-dimensional wisdom scale. *Research on Aging* 25(3):275-324.

Although wisdom is thought to be a strong predictor for many attributes of aging well, the concept of wisdom still lacks a comprehensive, directly testable scale. Quantitative and qualitative interviews with a sample of close-knit social groups of 180 older adults (age 52+) were conducted to develop a three-dimensional wisdom scale (3D-WS) and to test its validity and reliability. Results indicate that the 3D-WS can be considered a reliable and valid instrument and a promising measure of the latent variable wisdom in large, standardized surveys of older populations.

Stephen Crystal and Dennis Shea (Eds.). 2003. Economic Outcomes in Later Life: Public Policy, Health, and Cumulative Advantage (2002 volume of the Annual Review of Gerontology and Geriatrics). New York: Springer.

This edited volume brings together a collection of papers on economic well-being over the life course and its relationship to health and public policy. Chapter authors include Angela O'Rand, George Farkas, Deborah Carr, Robert Schoeni, Vicki Freedman, Robert Wallace, Annamaria Lusardi, Jonathan Skinner, Steven Venti, Edward Whitehouse, Richard Disney, Edward Wolff, Richard Disney, Usha Sambamoorthi, and Richard Johnson. Topics include human capital and the long-term effects of education on late-life inequality; socioeconomic background and midlife health in the US; late-life morbidity trajectories and SES; the economic future of the baby-boom generation; and other topics illuminating how comparative advantage and disadvantage processes shape economic outcomes over the life course.

Jaber F. Gubrium and James A. Holstein (Eds.). 2003. Ways of Aging. Boston: Blackwell.

The research in this book reveals that much, if not most, of the triumphs and trials experienced in later years are not unlike those confronted at other points in life. Just like younger people, the elderly experience both change and stability, shedding old roles and entering new ones. The process takes place in varied spheres of life: the worlds of home and family, work, and friendship. This text brings together twenty-eight essays by leading researchers in social gerontology to explore the everyday aspects of aging. Readers will come away viewing the elderly as people whose lives are as complex and diverse, and therefore as nuanced as any.

Victor W. Marshall, Walter Heinz, Helga Kruger and Anil Verma (Eds.). 2001. Restructuring Work and the Life Course. Toronto: University of Toronto Press.

This book is the product of an international symposium held at the University of Toronto in 1998. The collection of twenty-nine published presentations creatively model new complexities in the joint evolution of work organization and the life course. Because there is a relative balance in micro- and macro-sociological orientations across chapters, the book will be a useful complementary volume in courses which focus primarily on social structure or on personality and human development. The book should enrich vocabulary and debate in the research areas of social stratification, inequalities, and the life course. -- *Cheryl Elman, University of Akron.*

John Mirowsky and Catherine E. Ross. 2003. Education, Social Status, and Health. New York: Aldine de Gruyter.

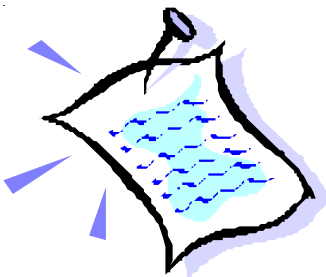
Health increases with higher socioeconomic status. The authors of this book argue that education creates most of that association. By developing learned effectiveness, education acts as a root cause of good health: well-educated individuals feel in control of their lives. The resulting proactive approach to problems and prospects encourages and enables a healthy lifestyle comprised of walking, exercising, drinking moderately, maintaining a normal weight, and avoiding smoking. Although health is not a commodity that money can buy, education reduces the amount of economic hardship associated with low income. It also reduces the amount of poor health associated with low income. Jobs also are important to health. Work that is autonomous and creative promotes good health. Education creates good health partly because learned effectiveness helps individuals acquire autonomous and creative paid work. In sum, education's benefits to health are pervasive, cumulative, and self-amplifying, growing across the life course.

Erin Phelps, Frank F. Furstenburg, Jr., and Anne Colby, (Eds.). 2002. Looking at Lives: American Longitudinal Studies of the Twentieth Century. New York: Russell Sage Foundation.

This book looks at a number of long-term longitudinal studies in the U.S. that have shaped and reflected our understanding of life course theory and research over the last century. What is novel about it is that the key investigators conducting these studies were asked “to reflect on their experiences from the inside, to give us their stories of success and failure, and to look at their intellectual lives and work in the historical context of the decades in which they were conducting these studies.” I use this in my Philosophy of Science doctoral seminar to talk about how social context affects the ideas and methods used to develop and address questions in social science research, and how the particular context of investigators’ lives impacts research as well. Moreover, it helps me share with students many of the exciting ideas and important questions that drew me into this field in the first place. Fun reading— simultaneously insightful and reinvigorating for the life course researcher’s geek soul. -- *Stephanie A. Robert, University of Wisconsin-Madison.*

Dana Rosenfeld. 2003. The Changing of the Guard: Lesbian and Gay Elders, Identity, and Social Change. Philadelphia, PA: Temple University Press.

An analysis of the life stories of lesbian and gay men aged 65-90 uncovers the existence of the two “identity cohorts” – composed of subjects who identified as homosexual before or after the emergence of the gay liberation movement of the late 1960s and early 1970s – and shows how identity cohort membership shaped subjects’ relations with heterosexuals and homosexuals alike and evaluations of their own and others’ homosexuality. From recollections of same-sex desire, through their “introductions” to and identification with homosexuality, to their relationships and beliefs in later life, subjects’ narratives highlight the impact of history on sexuality and sexual politics, and shed light on the continuous production of sexual identity and sexual politics across the life course.



Dear Colleagues,

It is once again time to ask for raffle donations. We have come up with an exciting list of 29 books and journals, so that your donation may be well rewarded. As last year, the tickets are \$5 each. Please send us checks and do not wait until the ASA meetings. As you may have observed last year, the meetings are always hectic and your raffle committee prefers to quietly receive checks by mail than to hassle people at the meeting. We hope many of you will buy multiple tickets as you did last year. This enhances your chances and contributes to the Section.

So please get your checkbook out right now and send your donation to:

*Maxi Szinovacz
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I will confirm your donation by email and make sure your tickets get entered. Please also supply us with an email address and telephone number. That way we can set up the distribution of prizes more quickly than last year.

- Maxi Szinovacz

- Symposium -

PURDUE UNIVERSITY will host a symposium on "Life Course Inequality: Adverse Childhood Experiences and Adult Health" on September 18, 2003. Featured speakers include Vincent Feletti, Robert Hauser, and Kristen Springer. For more information, contact gero@cfs.purdue.edu.

- Calls for Papers -

ADVANCES IN LIFE COURSE RESEARCH is an annual volume committed to extending scholarship on the life course. The aim of the 2004 volume is to present work examining the structure of the life course in terms of the occurrence, order, and timing of life course transitions. We seek theoretical and empirical papers that are original and innovative and reflect current debates on the standardization, individualization, and differentiation in life course events. The volume will include work on such diverse topics and orientations as individual and population processes, explorations of the structural and cultural context of the life course, historical or cross-nationally comparative analyses, examinations of the role of human agency in the construction of the life course, the implications of the structure of the life course for attainments and experiences, and work that cross-cuts the above areas of inquiry.

Interested contributors should submit an abstract by September 15th, 2003. Final papers will be due March 1st, 2004. All submissions will be subject to peer review before publication. Please send abstracts and papers to Ross Macmillan, Department of Sociology, University of Minnesota, 909 Social Sciences, 267 19th Avenue S., Minneapolis, MN, 55455-0412 or by email to macmilla@atlas.socsci.umn.edu. Prospective authors may communicate with the editor about the appropriateness of their papers at the above email address.

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WORK AND OCCUPATIONS invites you to submit your manuscripts for peer review and possible publication. *WO* is a scholarly, sociological quarterly that publishes original research in the sociology of work, employment, labor, and social inequality in the workplace, labor force, and labor market. Consult the latest issue of *WO* for manuscript formatting and submission instructions. Manuscripts will not be returned. Send three copies of your paper to: Daniel B. Cornfield, Editor, *Work and Occupations*, Box 1811, Station B, Department of Sociology, Vanderbilt University, Nashville, TN 37235. Email inquiries may be directed to the Editor at daniel.b.cornfield@vanderbilt.edu.

- Position Announcement -

UNIVERSITY OF KENTUCKY Ph.D. Program in Gerontology invites applications for three tenure-track faculty positions at the assistant or junior associate professor level with expertise that complements a Gerontology faculty with interest in neurodegenerative diseases, demography, epidemiology, life course perspectives, long-term care, rural environments, international and minority perspectives, ethics, and social policy. Additional information is available at www.mc.uky.edu/gerontology. Applicants must have a Ph.D., M.D., D.S.W., Dr.P.H. or equivalent degree at the time of appointment. Preference given to individuals with postdoctoral experience.

Send a curriculum vitae, information on past experience, summary of future research plans, and contact information for three referees to Dr. Graham D. Rowles, Faculty Search Committee, Gerontology, 303 Health Sciences Building, University of Kentucky, Lexington, KY 40536-0200; telephone (859) 257-1450 ext. 80145; fax (859) 323-5747; or send email to growl2@uky.edu. Review of applications begins on August 1, 2003 and will continue until the positions are filled. Women and minority candidates are encouraged to apply. The University of Kentucky is an Affirmative Action/Equal Opportunity Employer.