

PSY 789 – Socioemotional Processes in Adulthood and Aging

Socioemotional Processes in Adulthood and Aging
PSY 789, Fall 2009

Meeting times: M 4:10 – 6:55
Room: Poe 724
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Office hours: Monday 1:00PM – 3:00PM, and by appointment

COURSE DESCRIPTION: The focus of this course will be on social, emotional, and personality aspects of adult development. We will try to cover a broad spectrum of ideas, theories, and topics. We will talk about social interactions and about the different ways of looking at social interactions of older adults and how they change over the adult lifespan. What does it mean to be an older person in our society with respect to social relationships? We will talk about change and stability in personality characteristics and how a sense of self in later life is both related to and different from those aspects earlier in life. At the emotional level, we will look at different aspects of emotional functioning, including emotional understanding, emotional experience, and emotional reactivity, and how these aspects change with age. As an advanced graduate seminar, this course is discussion-based and relies on the active participation of all members.

READINGS: *Socioemotional Processes in Adulthood and Aging* is an advanced graduate seminar. This means that students will be expected to be self-directed both within and outside of class time. You will find that there is quite a lot of reading throughout the semester, and to achieve the goals in this course, you will need to read them carefully and critically. I encourage you to ask questions or raise issues in class based on the readings.

EVALUATION: The final grade will be based on various component of the course: class participation, service as discussion leader, one article-writing project, and one special project. Course components are weighted as follows:

Class Participation _____	50%
Discussion Leader _____	10%
Article-Writing Project _____	30%
Special Project _____	10%
Total percentage _____	100%

Class Participation: Students are expected to attend class regularly, complete and summarize assigned readings in advance of each class meeting (40%), and contribute scholarly insights to the discussion (10%). For each chapter/article, prepare a well-thought-out one-page (typed, font 12) statement that includes a commentary on salient points, integration with your own research interests, and questions or issues you will raise for discussion in class. For example, be prepared to discuss the theory, methods, applied implications of research, and future research directions for each topic. Hand in summaries weekly. Over the semester, hand in 40 statements.

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Discussion Leader: On two occasions, you will serve as discussion leader for a chosen topic. The discussion leader has to prepare two additional readings: one chosen by the instructor and one selected by yourself. You can find the reading chosen by the instructor in the literature list. The reading that you choose has to be a recent publication, that is, from 2008 or 2009.

Prepare a set of questions to guide the reading and discussion of your topic. The questions should highlight the main issues with respect to theory, research methods, findings, and future research questions for your topic. Guiding questions should not be written at the lower levels of cognitive activity (recall, recognition) but rather at the upper levels (analysis, synthesis, comparison/contrast, evaluation, application). Questions can be given to the instructor in advance in order to receive feedback.

Read current journal articles on your topics to gain additional expertise in this area. Prepare an outline of the material you wish to cover and other learning aids as you see fit (e.g., Powerpoint, role play, video, case study, etc.). Lead the class discussion on the assigned readings, based on the questions you developed. Begin with some background information; for example, on the authors (education, current position, areas of research/publication) to provide a context for understanding their work. Be sure to cover theory development in the focal topics, research methods used and a critique of them, key findings, and challenges for future research. Employ whatever learning exercises or activities that you deem useful for enhancing comprehension and application of the material. Divide the time between your assigned areas appropriately. The two occasions will count 5% each for your final grade (10% in total).

Writing Project: Students will be required to write one essay during the semester, which will count 30% for your final grade. A description of the project is included at the end of this syllabus. The essay must be completed in order to pass the course. *The due date is Monday, November 23, 2009.* If the paper is turned in late, you will lose 2% per day for each day that it is late, including weekends. For example, if you hand in a paper two days late, you can get at maximum 26%. There are no exceptions to this rule, so plan ahead.

Special Project: The Special Project will be announced in class. The goal of the special project is to create a small research project by writing a joint paper on a topic and by creating a joint online study. Details are discussed in class. This part is worth 10% of your final grade.

GRADING: Overall course grades will be based on the total percentage of points achieved. So letter grades for the course will be assigned as follows:

Grade	Percentages	Grade	Percentages	Grade	Percentages
A+	97-100	B-	80-82	D	63-66
A	93-96	C+	77-79	D-	60-62
A-	90-92	C	73-76	F	0-59
B+	87-99	C-	70-72		
B	83-86	D+	67-69		

Please note that there is no rounding up. For example, if a student achieved 92.8%, this is still an "A-" and not an "A".

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VISTA: Materials made available through Vista will support this course. You can access the site by going to <http://vista.ncsu.edu/> and logging on with your unity ID. Over the course of the semester, optional information (e.g., links, reports, organizations) will be provided on the course wiki page http://wikis.lib.ncsu.edu/index.php/PSY_789_Socioemotional_Development/ and/or on the instructors' homepage, <http://www4.ncsu.edu/~dgruehn/>.

INCOMPLETE GRADES: An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has: (1) completed a major portion of the course with a passing grade, (2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and (3) obtained agreement from the instructor and arranged for resolution of the incomplete grade. Please note that an incomplete grade must not be used by NCSU policy as a substitute for an F when the student's performance in the course is deserving of failing.

ATTENDANCE: Your contribution to class discussion is critical both for accomplishing your own course objectives as well as contributing to the development of others in the class. Active participation in discussions is encouraged. Attendance in this class is important. It will affect your grade directly since class participation is part of your final grade. It is your responsibility to get class notes and ask questions if you do miss class.

ACADEMIC INTEGRITY: Students will adhere to the University's Code of Student Conduct (http://www2.ncsu.edu/prr/student_services/student_conduct/POL445.00.1.htm). Consistent with the provisions of this Code, academic dishonesty is defined as cheating, plagiarism, and aiding and abetting others to cheat or plagiarize. In simple terms, it is expected that all work that you do for this course is yours. Students who are accused of violations of the Code will be referred to the Coordinator, Office of Student Conduct.

ACCOMODATIONS: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, please register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information, see http://www.ncsu.edu/provost/offices/affirm_action/dss. Please tell me immediately so that I can begin to make appropriate arrangements.

WRITING PROJECT

The task of this assignment is to write a summary and a critical evaluation of a research topic relevant to socio-emotional development in adulthood and old age. This project is designed to facilitate your ability to critically read and evaluate information as a researcher. For this assignment, you will (1) select a topic of interest, (2) select at least three research articles in this area, (3) write a summary and critical evaluation of this research, and (4) write a proposal for a new study. Please keep in mind that this has to be a topic relevant to the topic of this class. If you are not sure whether your topic fits, please ask the instructor beforehand.

Your paper should consist of three major parts: a summary of the research area, a critical evaluation/ discussion of this research area, and a specific proposal for a follow-up study.

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Summary. The brief summary of your research topic should include – but is not limited to - the following question:

- What are the research questions in this area and why is this important?
- What are the methods used? How are critical constructs assessed?
- Which population is typically examined?
- What are the major findings in this area and how are they interpreted? (Focus on what you see as the most central findings, or the findings you would like to discuss further. It is not necessary to summarize every single finding.)

Discussion. In the discussion, strengths and weaknesses of this research area should be evaluated. Some questions are:

- What are strengths of certain studies?
- Where are problems for the internal and external validity? For example, are the assessment methods reliable and valid? Is the assessment of a construct meaningful?
- Are the typical interpretations in this area reasonable?
- Are there alternative explanations not yet addressed? Are there confounding variables that are not taken into account?

Follow-up study. In this section, a concrete idea for a follow-up study should be proposed. In principle, the question is: If this would be your field of research, how would you try to improve the study design? Can you think of ways the method might have been improved? What might be done next to test alternative explanations or to resolve ambiguities? What might be done to take the next step in this line of research?

In this section, the following points should be addressed (or at least partly):

- Your hypothesis or research question (Be sure to specify what your study would contribute to the field.)
- Your proposed research design (i.e., Will it be between- or within-subjects? What kind of measure do you use?)
- Your proposed sample size and composition
- The procedures to be employed
- Specific comparisons to be made to test your hypothesis

Evaluation. The paper will count 30% for your final grade. Points are awarded based on the quality of work associated with each section and not simply the inclusion of the indicated sections. The three sections – summary, critical evaluation, and follow-up study – should roughly contribute 20%, 40%, & 40% to the paper, respectively. Grammar and editing will also be considered in evaluation of the papers. Points will be assigned based on the general organization and readability of the project. Please review your paper carefully before handing it in. You will make marked improvements if you exchange your paper with other students who are willing to review your paper with honest criticism and constructive remarks.

Format. The project report should be at maximum 20 pages in length, typed, double-spaced, using one-inch margins all around and a 12-point font. It is perfectly fine to use less than 20 pages. To give you a reference, most published articles have an introduction (theoretical background) that is between 4 and 8 double-spaced pages. Please follow APA style. The only identification on the paper should be your student id number. No names, separate title pages, or

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cover sheets, please. Please submit one stapled hardcopy of your paper as well as a digital version by email. *The paper is due on Monday, November 23, 2009.*

READING AND TOPIC SCHEDULE

Date	Topic	Extra
M 08/24	Introduction	
M 08/31	1 Theory	?
M 09/07	LABOR DAY (no classes)	
M 09/14	2 Social Networks & Social Interactions	Special Project – Initial Findings 1
M 09/21	3 SST	Special Project – Initial Findings 2
M 09/28	4 Personality	Special Project – Items 1
M 10/05	5 Resiliency	Special Project – Items 2
M 10/12	6 Social interactions	Special Project – Creating Surveys
M 10/19	7 Self-Perception / Stereotyping	?
M 10/26	8 Marriage	?
M 11/02	9 Well-Being	Follow-up Studies 1
M 11/09	10 Emotion I	Follow-up Studies 2
M 11/16	11 Emotion II	Follow-up Studies 3
M 11/23	12 Death and Dying	?
M 11/30	13 Generativity & Wisdom	Special Project

LITERATURE

1. Theory

- Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology, 23*, 611-626.
- Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. *American Psychologist, 52*, 366-380.
- Heckhausen, J., Wrosch, C., & Fleeson, W. (2001). Developmental regulation before and after a developmental deadline: The sample case of "biological clock" for childbearing. *Psychology and Aging, 16*, 400-413.
- Neugarten, B. L., Moore, J. W., & Lowe, J. C. (1965). Age norms, age constraints, and adult socialization. *American Journal of Sociology, 70*, 710-717.
- Schulz, R., & Heckhausen, J. (1996). A life span model of successful aging. *American Psychologist, 51*, 702-714.

Optional:

- Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (2006). Life-span theory in developmental psychology. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology. Volume 1: Theoretical models of human development* (6th ed., pp. 569-664). Hoboken, NJ, US: John Wiley & Sons.
- Li, S.-C. (2003). Biocultural orchestration of developmental plasticity across levels: The interplay of biology and culture in shaping the mind and behavior across the life span. *Psychological Bulletin, 129*, 171-194.

2. Social Networks & Social Interactions I

- Antonucci, T. C., & Akiyama, H. (1997). Concern with others at midlife: Care, comfort, or compromise? In M. E. Lachman & J. Bonne James (Eds.), *Multiple paths of midlife development* (pp. 145-169). Chicago: The University of Chicago Press.
- Bartholomew, K., & Horowitz, L. M. (1991). Attachment styles among young adults: A test of a four-category model. *Journal of Personality and Social Psychology, 61*, 226-244.
- Hagestad, G. O. (2003). Interdependent lives and relationships in changing times: A life-course view on families and aging. In R. A. Settersten, Jr. (Ed.), *Invitation to the life course: Toward new understandings of later life* (pp. 135-159). Amityville, NY: Baywood Publishing Company.
- Hartup, W. W. & Stevens, N. (1997). Friendships and adaptation in the life course. *Psychological Bulletin, 121*, 355-370.

Discussion Group Leader:

- Okun, M. A. & Keith, V. M. (1998). Effects of positive and negative social exchanges with various sources of depressive symptoms in younger and older adults. *Journal of Gerontology: Psychological Sciences, 53B*, P4-P20.

3. Socioemotional Selectivity Theory (SST)

- Carstensen, L. L., Isaacowitz, D. M., & Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist*, *54*, 165-181.
- Cate, R. A., & John, O. P. (2007). Testing models of the structure and development of future time perspective: Maintaining a focus on opportunities in middle age. *Psychology and Aging*, *22*, 186-201.
- Fredrickson, B. L., & Carstensen, L. L. (1990). Choosing social partners: How old age and anticipated endings make people more selective. *Psychology and Aging*, *5*, 335-347.
- Mather, M., & Carstensen, L. L. (2003). Aging and attentional biases for emotional faces. *Psychological Science*, *14*, 409-415.

Discussion Group Leader:

- Fung, H. H., & Carstensen, L. L. (2003). Sending memorable messages to the old: Age differences in preferences and memory for advertisements. *Journal of Personality and Social Psychology*, *85*, 163-178.

Optional:

- Charles, S. T., & Carstensen, L. L. (2007). Emotion regulation and aging. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 207-327). New York: Guilford Press.

4. Personality

- Caspi, A., & Roberts B. W. (2001). Personality development across the life course: The argument for change and continuity. *Psychological Inquiry*, *12*, 49-66.
- Lewis, M. (2001). Issues in the study of personality development. *Psychological Inquiry*, *12*, 67-83.
- Lachman, M. E. (2004). Development in midlife. *Annual Review of Psychology*, *55*, 305-331.
- Terracciano, A., McCrae, R. R., & Costa, P. T. (2006). Longitudinal trajectories in guilford-zimmerman temperament survey data: Results from the Baltimore longitudinal study of aging. *Journals of Gerontology Series B-Psychological Sciences and Social Sciences*, *61*, P108-P116.

Discussion Group Leader:

- McCrae, R. R., Costa, P. T., de Lima, M. P., Simoes, A., Ostendorf, F., Angleitner, A., et al. (1999). Age differences in personality across the adult life span: Parallels in five cultures. *Developmental Psychology*, *35*, 466-477.

Optional:

You can read the commentaries to Caspi and Roberts (2001) and Lewis (2001) as well as their replies documenting the scientific disputes in the development of personality.

5. Resiliency & Self

- Brandtstädter, J., & Greve, W. (1994). The aging self: Stabilizing and protective processes. *Developmental Review*, *14*, 52-80.
- Carstensen, L. L., & Freund, A. M. (1994). The resilience of the aging self. *Developmental Review*, *14*, 81-92.
- Labouvie-Vief, G., & Medler, M. (2002). Affect optimization and affect complexity: Modes and

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styles of regulation in adulthood. *Psychology and Aging*, 17, 571-587.

Smith, J. (2003). The gain-loss dynamic in lifespan development: Implications for change in self and personality during old and very old age. In U. M. Staudinger & U. Lindenberger (Eds.), *Understanding human development: Dialogues with lifespan psychology* (pp. 215-241). Boston: Kluwer Academic Publishers.

Discussion Group Leader:

Helson, R., & Wink, P. (1987). Two conceptions of maturity examined in the findings of a longitudinal study. *Journal of Personality and Social Psychology*, 53, 531-541.

6. Social Interactions II

Baltes, M. M. & Wahl, H.-W. (1992). The dependency-support script in institutions: Generalization to community settings. *Psychology and Aging*, 7, 409-418.

Pitkala, K. H., Routasalo, P., Kautiainen, H., & Tilvis, R. S. (2009). Effects of psychosocial group rehabilitation on health, use of health care services, and mortality of older persons suffering from loneliness: A randomized, controlled trial. *Journal of Gerontology: Medical Sciences*, 64A, 792-800.

Rook, K. S. (1984). The negative side of social interaction: Impact on psychological well-being. *Journal of Personality and Social Psychology*, 46, 1097-1108.

Uchino, B. N., Cacioppo, J. T., & Kiecolt-Glaser, J. K. (1996). The relationship between social support and physiological processes: A review with emphasis on underlying mechanisms and implications for health. *Psychological Bulletin*, 119, 488-531.

Discussion Group Leader:

Alterovitz, S. S.-R., & Mendelsohn, G. A. (2009). Partner preferences across the life span: Online dating by older adults. *Psychology and Aging*, 24, 513-517.

Optional:

Baltes, M. M. (1995). Dependency in Old Age: Gains and Losses. *Current Directions in Psychological Science*, 4, 14-19.

7. Self-Perception / Stereotyping

Cross, S. & Markus, H. (1991). Possible selves across the life span. *Human Development*, 34, 230-255.

Levy, B. R., Hausdorff, J. M., Hencke, R., & Wei, J. Y. (2000). Reducing cardiovascular stress with positive self-stereotypes of aging. *Journal of Gerontology: Psychological Sciences*, 55B, P205-P213.

Montepare, J. M., & Lachman, M. E. (1989). "You're only as old as you feel": Self-perceptions of age, fears of aging, and life satisfaction from adolescence to old age. *Psychology and Aging*, 4, 73-78.

Rothermund, K. & Brandtstadter, J. (2003). Age stereotypes and self-views in later life: Evaluating rival assumptions. *International Journal of Behavioral Development*, 27, 549-554.

Discussion Group Leader:

Kotter-Grühn, D., Kleinspehn-Ammerlahn, A., Gerstorf, D., & Smith, J. (in press). Self-perceptions

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of aging predict mortality and change with approaching death: 16-year longitudinal results from the Berlin Aging study. *Psychology and Aging*.

8. Marriage

- Gorchhoff, S. M., John, O. P., & Helson, R. (2008). Contextualizing change in marital satisfaction during middle age: An 18-year longitudinal study. *Psychological Science*, *19*, 1194-1200.
- Gottman, J. M. (1998). Psychology and the study of marital processes. *Annual Review of Psychology*, *49*, 169-187.
- Gottman, J. M., Coan, J., Carrere, S., & Swanson, C. (1998). Predicting marital happiness and stability from newlywed interactions. *Journal of Marriage and Family*, *60*, 5-22.
- Levenson, R. W., Carstensen, L. L. & Gottman, J. M. (1993). Long-term marriage: Age, gender, and satisfaction. *Psychology and Aging*, *8*, 301-313.

Discussion Group Leader:

- Tsapelas, I., Aron, A., & Orbuch, T. (2009). Marital boredom now predicts less satisfaction 9 years later. *Psychological Science*, *20*, 543-545.

9. Well-Being

- Kunzmann, U., Little, T. D., & Smith, J. (2000). Is age-related stability of subjective well-being a paradox? Cross-sectional and longitudinal evidence from the Berlin Aging Study. *Psychology and Aging*, *15*, 511-526.
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, *52*, 141-166.
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, *69*, 719-729.
- Smith, J., Fleeson, W., Geiselman, B., Settersten, R. A., Jr., & Kunzmann, U. (1999). Sources of well-being in very old age. In P. B. Baltes & K. U. Mayer (Eds.), *The Berlin Aging Study: Aging from 70 to 100* (pp. 450-471). Cambridge: University Press.

Discussion Group Leader:

- Jopp, D., & Rott, C. (2006). Adaptation in very old age: Exploring the role of resources, beliefs, and attitudes for centenarians' happiness. *Psychology and Aging*, *21*, 266-280.

Optional:

- Diener, E., Suh, E., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, *125*, 276-302.
- Ryff, C. D. (1995). Psychological well-being in adult life. *Current Directions in Psychological Science*, *4*, 99-104.

10 Emotion I

- Kunzmann, U., & Gröhn, D. (2005). Age differences in emotional reactivity: The sample case of sadness. *Psychology and Aging*, *20*, 47-59.
- Labouvie-Vief, G., DeVoe, M., & Bulka, D. (1989). Speaking about feelings: Conceptions of

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emotion across the life span. *Psychology and Aging*, 4, 425-437.

Levenson, R. W., Carstensen, L. L., Friesen, W. V., & Ekman, P. (1991). Emotion, physiology, and expression in old age. *Psychology and Aging*, 6, 28-35.

Magai, C. (2001). Emotions over the lifespan. In J. E. Birren and K. W. Schaie (Eds.), *Handbook of the Psychology of Aging* (fifth edition, pp. 399-426), San Diego: Academic Press.

Discussion Group Leader:

Mroczek, D. K., & Kolarz, C. M. (1998). The effect of age on positive and negative affect: A developmental perspective on happiness. *Journal of Personality and Social Psychology*, 75, 1333-1349.

Optional:

Lawton, M. P. (2001). Emotion in later life. *Current Directions in Psychological Science*, 10, 120-123.

11. Emotion II

Carstensen, L. L., Pasupahti, M., Mayr, U., & Nesselroade, J. R. (2000). Emotional experience in everyday life across the adult life span. *Journal of Personality and Social Psychology*, 79, 644-655.

Gross, J. J., Carstensen, L. L., Pasupathi, M., Tsai, J., Götestam Skorpen, C., & Hsu, A. Y. C. (1997). Emotion and aging: Experience, expression, and control. *Psychology and Aging*, 12, 590-599.

Grühn, D., Rebucal, K., Diehl, M., Lumley, M., & Labouvie-Vief, G. (2008). Empathy across the adult lifespan: Longitudinal and experience-sampling findings. *Emotion*, 8, 753-765.

Kunzmann, U., Kupperbusch, C. S., & Levenson, R. W. (2005). Behavioral inhibition and amplification during emotional arousal: A comparison of two age groups. *Psychology and Aging*, 20, 144-158.

Discussion Group Leader:

Scheibe, S., & Blanchard-Fields, F. (2009). Effects of regulating emotions on cognitive performance: What is costly for young adults is not so costly for older adults. *Psychology and Aging*, 24, 217-223.

Optional:

Labouvie-Vief, G., Grühn, D., & Mouras, H. (2009). Dynamic emotion-cognition interactions in development: Arousal, stress, and the processing of affect. In H. B. Bosworth & C. Hertzog (Eds.), *Cognition in aging: Methodologies and applications* (pp. 181-191). Washington, DC: American Psychological Association.

Labouvie-Vief, G., & Marquez, M. G. (2004). Dynamic integration: Affect optimization and differentiation in development. In D. Y. Dai, & R. J. Sternberg (Eds.), *Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development* (pp. 237-272). Mahwah, NJ, US: Lawrence Erlbaum Associates.

12. Death and Dying

- Bonanno, G. A., & Kaltman, S. (1999). Toward an integrative perspective on bereavement. *Psychological Bulletin, 125*, 760-776.
- Friedman, H. S., Tucker, J. S., Schwartz, J. E., Tomlinson-Keasey, C., Martin, L. R., Wingard, D. L., et al. (1995). Psychosocial and behavioral predictors of longevity. *American Psychologist, 50*, 69-78.
- Landau, M., Solomon, S., Greenberg, J., Cohen, F., Pyszczynski, T., Arndt, J., et al. (2004). Deliver us from evil: The effects of mortality salience and reminders of 9/11 on support for president George W. Bush. *Personality and Social Psychology Bulletin, 30*, 1136-1150.
- Nolen-Hoeksema, S., McBride, A., & Larson, J. (1997). Rumination and psychological distress among bereaved partners. *Journal of Personality and Social Psychology, 72*, 855-862.
- Sbarra, D. A., & Nietert, P. J. (2009). Divorce and death: Forty years of the Charleston Heart Study. *Psychological Science, 20*, 107-113.

Discussion Group Leader:

- Mroczek, D. K., & Spiro III, A. (2007). Personality change influences mortality in older men. *Psychological Science, 18*, 371-376.

Optional:

- Aiken, L. R. (2001). *Dying, death, and bereavement*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. (Chapter 9-11)

13. Generativity & Wisdom

- Baltes, P. B., Staudinger, U. M., Maercker, A., & Smith, J. (1995). People nominated as wise: A comparative study of wisdom-related knowledge. *Psychology and Aging, 10*, 155-166.
- McAdams, D. P., Hart, H. M., & Maruna, S. (1998). The anatomy of generativity. In D. P. McAdams, & E. de St. Aubin (Eds.), *Generativity and adult development* (pp. 7-43). Washington, DC: American Psychological Association.
- Staudinger, U. M., & Baltes, P. B. (1996). Interactive minds: A facilitative setting for wisdom-related performance? *Journal of Personality and Social Psychology, 71*, 746-762.
- Westermeyer, J. F. (2004). Predictors and characteristics of Erikson's life cycle model among men: A 32-year longitudinal study. *International Journal of Aging & Human Development, 58*, 29-48.

Discussion Group Leader:

- Kunzmann, U., & Baltes, P. B. (2003). Wisdom-related knowledge: Affective, motivational, and interpersonal correlates. *Personality and Social Psychology Bulletin, 29*, 1104-1119.

Optional:

- Baltes, P. B., & Smith, J. (2008). The fascination of wisdom: Its nature, ontogeny, and function. *Perspectives on Psychological Science, 3*, 56-64.