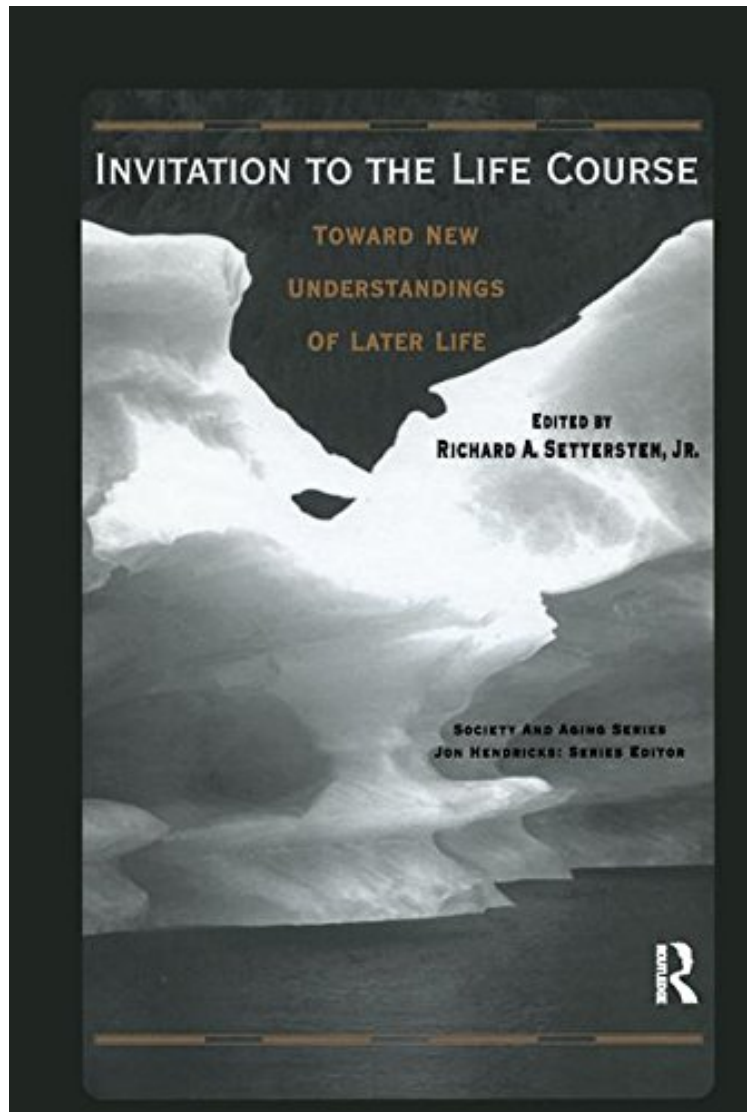


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Lives in Time and Place and Invitation to the Life Course: The Problems and Promises of Developmental Science (Society and Aging Series)

Richard Settersten

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Richard Settersten : Lives in Time and Place and Invitation to the Life Course: The Problems and Promises of Developmental Science (Society and Aging Series) before purchasing it in order to gage whether or not it would be worth my time, and all praised Lives in Time and Place and Invitation to the Life Course: The Problems and Promises

of Developmental Science (Society and Aging Series):

Invitation to the Life Course: Toward New Understandings of Later Life discusses in depth the challenges of age, time, and social contexts for the study of aging and later life. Understanding aging (as a process) and later life (as a period) must be accompanied by serious attention to the life course. This brings significant challenges related to time, as gerontologists must describe and explain life patterns over many decades. It also brings significant challenges related to place, as gerontologists must examine how social contexts structure pathways into and through later life, and how those contexts affect the nature and meaning of experiences along the way. This book is a natural extension of the editor's previous work, *"Lives in Time and Place: The Problems and Promises of Developmental Science"* (Baywood, 1999).

From the Publisher
Intended Audience: Researchers in gerontology; researchers specializing in other periods of human development, including childhood, adolescence, early adulthood, and midlife. Instructors and upper-level undergraduate and graduate students in these fields. Given the interdisciplinary nature of the field of human development, this book will appeal to those in the disciplines of anthropology, biology, history, psychology, and sociology, and in the fields of medicine and social work. This book is an important resource for anyone interested in contemporary theory and research on aging and the life course.

From the Inside Flap
"This is a timely book which approaches aging from a life course perspective. It calls for a re-orientation in gerontology by focusing on the variability of biographical experience in the contexts of historical, social, institutional and personal time. In an era of "graying societies" with a growing interest in biomedical models and genetic explanations of longevity, this book is an important corrective against genetic engineering. The editor and the contributors present a clear message: aging is a life-long process of socially embedded choices of pathways, forms of living and working. This message is pertinent not just for social gerontologists, but for life-span human developmentalists, social policy researchers and social scientists who are interested in an interdisciplinary approach to aging." Professor Walter R. Heinz, Director, Life Course Center, University of Bremen
"This is an excellent book that confronts the reader with the wide range of complexities associated with time and the relevance of these complexities to the understanding of age and ageing. Collectively, the authors provide a powerful argument, that by concentrating on the intersection of social and historical factors with personal biography, the life course perspective can be used to move forward the field of ageing. While it is a challenge to develop a sense of coherence in an edited volume, the editor is to be congratulated in developing a book in which the chapters are consistently well-written and relevant to the goal of using life course theory to enhance scholarship on ageing and later life. The book should be on the required reading list of gerontologists interested in theory development and application, especially for those willing to wade into the contextual complexities of later life." Norah Keating, University of Alberta, Edmonton, Canada, *Ageing Society*, Volume 22, 2002.

About the Author
Richard A. Settersten, Jr., Ph.D., is Associate Professor of Sociology at Case Western Reserve University, where he is also Co-Director of the Schubert Center for Child Development and Faculty Associate of the University Center on Aging and Health. Settersten received his Ph.D. in Human Development and Social Policy from Northwestern University. He has also held fellowships at the Institute for Policy Research at Northwestern University and the Max Planck Institute for Human Development and Education in Berlin.