

SOCI 821: Life Course Analysis

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Office Hours: By appointment

Seminar Meets: R 12:00-2:50 Hamilton 150

Purpose and Basic Themes

The purpose of this seminar is to increase appreciation for sociological ways of thinking about biography. In other words, to think about biography as a social structure that is constituted by on-going social processes. Biography as the ever-changing confluence of aging and the social.

Three themes cut across all of the readings. The first theme refers to the abstract principles, concepts, hypotheses, and models that guide sociological thinking about lives. Abstractions of this nature are the ultimate goal of any scientific field. Given their focus on patterns of behavior, however, life course generalizations are elusive and provisional. The second theme refers to substantive research questions. What types of research questions are of interest to life course sociologists? Prominent areas of research include work, family, physical and mental health, crime and deviance, socio-economic achievements, motivations, values, and personality, to name a few. Within these and other areas of research, what types of questions are posed? The third theme: what do life course sociologists qua scientists actually do? That is, by what scientific strategies can we learn about the social dimensions of lives? The research methods of science—whether so-called quantitative or qualitative--fundamentally include issues of measurement, sampling, and research design. Because experimental designs are typically precluded and because life course studies typically call for longitudinal data, statistical techniques may be of interest.

The three themes may be summarized by three questions and these three questions should guide all of your reading:

1. How do sociologists think about biographies in conceptual terms?
2. What specifically is it about biographies that interests them?
3. What scientific tools do they use to answer their research questions?

The activities of this seminar are, at bedrock, struggles to evaluate the readings and discussions with these questions in mind. Through such struggles, you will develop your own way of thinking about biographies and lives through the prism of sociology. The fundamental challenge for each seminar participant is to identify the conceptual and methodological tools that will help you to think about your research interests, that will help you to think about the dynamic and highly contingent ways that social forces constrain and enable patterns of aging.

Required Readings

Côté, James. 2000. *Arrested Adulthood: The Changing Nature of Maturity and Identity*. New York: NYU Press. Available in paperback from amazon.com, starting at \$7.00

Ragin, Charles. 2000. *Fuzzy Set Social Science*. Chicago: U Chicago Press. Available in paperback from amazon.com starting at around \$16.00

Shanahan, M. J. & Ross Macmillan. 2007. *Biography and the Sociological Imagination: Contexts and Contingencies*. New York: Norton. Available for purchase from instructor, \$14.00.

Highly Recommended

Mortimer, J. T. & M. J. Shanahan. 2006. *Handbook of the Life Course*. New York: Kluwer-Plenum. Available in paperback at amazon.com (about \$52.00 new, used copies starting at \$42). If you are taking the comps in life course, this volume is a necessity.

Readings posted on Blackboard: <https://blackboard.unc.edu/>

Course Structure and Requirements

The seminar is organized around (1) weekly readings and (2) a research proposal.

Weekly Readings. Most weeks, I will ask you to prepare a two page evaluation of the assigned readings. I will suggest a topic or themes that can direct your evaluation. Each paper will be collected and graded on the day that we discuss the assigned reading; I may ask you to read your paper during the meeting of the seminar. You may “skip” this obligation once during the semester. 35% of seminar grade

Discussion of the readings will be critical to a successful seminar. We are interested in thoughtful, active, respectful, engaging discussion. Absence from class precludes participation in discussion. 25% of seminar grade

Research Proposal or Project and Presentation. You will be responsible for writing a proposal or project that applies life course ideas to a specific area of research. There is a great deal of flexibility in this assignment. One option: write a research proposal that thoroughly explains a conceptual model and hypotheses, sample, suitable measures, and analytic strategy. Another option: develop a research project that quickly covers the ground of the proposal but then focuses on actual data analysis and findings. A third option: organize and critically evaluate a substantive area of research, identifying highly promising avenues for future research. Perhaps you have yet another idea for this project.

You must discuss this project or proposal with me from inception to completion. You will present your project to the seminar. 40% of seminar grade

Weekly Assigned Readings (*=Required; R=highly recommended)¹

Aug 23 From Phylogeny to Ontogeny to “Sociogeny”

No readings

Aug 30 Focusing; Border Skirmishes

Emergence of life course sociology in the American context, focusing on its lineage in social psychology (Shanahan & Macmillan). As the field took off, some initial confusion about what a sociological account of life course patterns was and was not (Dannefer and Baltes exchange, but read Baltes 1987 first).

- * Shanahan & Macmillan. Pp. 13-104
- * Baltes, P. B. 1987. Theoretical propositions of life-span developmental psychology: on the dynamics between growth and decline. *Developmental Psychology* 23, 611-626.
- * Dannefer, D. (1984). "Adult development and social theory: a paradigmatic reappraisal." *American Sociological Review* 49: 100-116, and subsequent commentary:
 - * Baltes, P. B. & J. R. Nesselroade. 1984. Paradigm lost and paradigm regained: Critique of Dannefer's portrayal of life-span developmental psychology. *American Sociological Review* 49: 841-847.
 - * Dale Dannefer. 1984. The role of the social in life-span developmental psychology, past and future: Rejoinder to Baltes and Nesselroade. *American Sociological Review* 49: 847-850.

Mayer, Karl U. 2003. The sociology of the life course and life-span psychology: diverging or converging pathways? Pp. 463-481 in U. Staudinger & U. Lindenberger (Eds.) *Understanding human development: Dialogues with life-span psychology*. Boston: Kluwer Academic.

Sep 6 Macro – History and the Life Course: Cultural Approaches

Cultural arguments about the life course are typically made with reference to historical data (Shanahan & Macmillan) and focus on the meaning of a phase of life. Côté is a fairly recent and very ambitious, wide-ranging example.

- * Shanahan & Macmillan, Pp. 105-127; 167-174

¹ The following reading list is meant to complement two other resources: the suggested readings in Shanahan & Macmillan and the Life Course Comps Reading List, Dept. of Sociology, UNC-Chapel Hill.

- R Alwin, Duane & Ryan Cameron. 2003. Generations, cohorts, and social change. Pp. 23-50 in J. Mortimer and M. Shanahan (Eds.), *Handbook of the Life Course*. New York: Plenum.
- Buchmann, M. (1989). *The Script of Life in Modern Society: Entry into Adulthood in a Changing World*. Chicago, University of Chicago Press.
- * Côté, James. 2000. *Arrested Adulthood: The Changing Nature of Maturity and Identity*. New York: NYU Press.
- Giddens, Anthony (1991). *Modernity and Self-Identity: Self and Society in the Late Modern Age*. Stanford CA: Stanford University Press.
- Kertzer, D. I. 1983. Generation as a sociological problem. *Annual Review of Sociology* 9: 125-149.
- Kohli, M. 1986. Social organization and subjective construction of the life course. In A. B. Sorensen, F. E. Weinert, & L. R. Sherrod (Eds.) *Human Development and the Life Course: Multidisciplinary Perspectives*. Hillsdale, NJ: Erlbaum
- Mannheim, Karl. 1952. "The Problem of Generations." Pp. 276-322 in *Essays on the Sociology of Knowledge*, by Karl Mannheim (translated by Paul Kecskemeti). New York: Oxford University Press. (First published in 1928)
- R Meyer, J. W. 1986. The self and the life course: institutionalization and its effects. In A. B. Sorensen, F. E. Weinert, & L. R. Sherrod (Eds.) *Human Development and the Life Course: Multidisciplinary Perspectives*. Hillsdale, NJ: Erlbaum.
- R Meyer, J. W. 1988. Levels of analysis: The life course as a cultural construct. Pp. 49-62 in M. Riley (Ed), *Social structure and human lives*. Newbury Park, CA: Sage.
- Modell, John. 1989. *Into One's Own: From Youth to Adulthood in the United States, 1920-1975*. Berkeley: University of California Press.

Sep 13 Macro – History and the Life Course: Demographic Approaches

Principally, cohort analyses informed by theories of social change. A well-established and influential area of life course research. Overview (Shanahan & Macmillan) and then recent, ingenious empirical studies (Bruckner, Fussell, Mouw, Yang) that approach the issue of variability in transitions differently.

* Shanahan & Macmillan, Pp. 127-144; 153-167

* Brückner, H. and K.U. Mayer. 2004. "De-standardization of the Life Course: What it Might Mean? And If It Means Anything, Whether It Actually Took Place?" Pp.

- 27-54 in *Advances in Life Course Research*, edited by R. Macmillan. New York: Elsevier.
- * Fussell, Elizabeth. 2004. "Structuring the Transition to Adulthood: An Entropy Analysis of the Early Life Course in the United States, 1880 to 2000." *Advances in Life Course Research*.
- Falaris, E. M. & H. E. Peters. 1992. Schooling choices and demographic cycles. *Journal of Human Resources* 27: 551-574.
- R** Glenn, N. D. (2004). Distinguishing age, period, and cohort effects. In J. T. Mortimer and M. J. Shanahan (Eds.) *Handbook of the Life Course*. New York: Kluwer-Plenum.
- Hogan, Dennis P. 1981. *Transitions and Social Change: The Early Lives of American Man*. New York: Academic Press.
- R** Hogan, Dennis & Frances Goldscheider. 2003. Successes and challenges in demographics studies of the life course. Pp. 681-692 in J. Mortimer and M. Shanahan (Eds.), *Handbook of the Life Course*. New York: Plenum.
- R** Kohli, M. (1986). The world we forgot: Historical views of the life course. Pp. 271-303 in V.W. Marshall (Ed.), *Later Life: The Social Psychology of Aging*. Beverly Hills, CA: Sage.
- Mayer, Karl Ulrich. 1988. "German Survivors of World War II: The Impact on the Life Course of the Collective Experience of Birth Cohorts." Pp. 229-246 in *Social Change and the Life Course, Volume I: Social Structures and Human Lives*, edited by Matilda White Riley. Newbury Park, CA: Sage.
- Modell, John, Frank F. Furstenberg, Jr., & Theodore Hershberg. 1976. "Social Change and Transitions to Adulthood in Historical Perspective." *Journal of Family History* 1(1): 7-32.
- * Mouw, Ted. 2005. Sequences of early adult transitions: a look at variability and consequences. Pp. 256-291 in R. Settersten, F. Furstenberg, Jr., & R. Rumbaut (Eds.), *On the Frontier of Adulthood*. Chicago: U Chicago Press.
- R** O'Rand, Angela. 2003. The future of the life course: late modernity and life course risks. Pp. 693-702 in J. Mortimer and M. Shanahan (Eds.), *Handbook of the Life Course*. New York: Plenum.
- Potera, J. M. 1998. Demographic change, intergenerational linkages, and public education. *American Economic Association Papers and Proceedings* 88: 315-320.

- Preston, S. H. 1984. Children and the elderly: divergent paths for America=s dependents. *Demography* 21: 435-457. And see Pampel in section III. A. and Potera in section III. A.
- Rindfuss, Ronald R., C.G. Swicegood and Rachel A. Rosenfeld (1987). Disorder in the life course: How common and does it matter?@ *American Sociological Review* 52:6): 785-801.
- Rumbaut, Ruben. 2005. Immigration, incorporation, and generational cohorts in historical contexts. In K. Schaie and G. Elder, Jr., (Eds.), *Historical influences on lives and aging*. New York: Springer.
- Uhlenberg, Peter and Sonia Miner (1995). Life course and aging: A cohort perspective. Pp. 208-228 in R.H. Binstock, Linda K. George, and Associates (Eds.), *Handbook of Aging and the Social Sciences, Fourth Edition*. San Diego: Academic Press.
- Yang Yang and Kenneth Land. 2007. Age-Period-Cohort Analysis of Repeated Cross-Section Surveys: Fixed or Random Effects? *Sociological Methods and Research*:
- * Yang Yang and Kenneth Land. 2006. A Mixed Models Approach to Age-Period-Cohort Analysis of Repeated Cross-Section Surveys: Trends in Verbal Test Scores. *Sociological Methodology* 36.

Sep 20 Macro – The State and the Life Course

Societies that experience change (Diewald), national studies (Leisering) and also cross-national studies (see Mayer 2004).

Shanahan & Macmillan, Pp. 144-153.

- * Diewald, Martin, Anne Goedicke, and Karl Ulrich Mayer. (Eds.) 2006. *After the fall of the wall: life courses in the transformation of East Germany*. Palo Alto: Stanford. Pp. 1-43; Pp. 191-236.

Furstenberg, Frank F (Ed.) Early Adulthood in Cross-National Perspective. *Annals of the American Academy of Political and Social Science*, Thousand Oaks, CA: Sage Publications.

R Leisering, Lutz. 2004. Government and the life course. Pp. 205-228 in In J. T. Mortimer and M. J. Shanahan (Eds.) *Handbook of the Life Course*. New York: Kluwer-Plenum. Skim.

- * Leisering, Lutz & S. Leibfried. 1999. Time and poverty in western welfare states: united Germany in perspective. New York: Cambridge. Focus on theoretical material. Pp. 3-53; 109-143; 239-292.

Leisering, Lutz and Karl F. Schumann (2003). How institutions shape the German life course. Pp. 193-209 in Walter R. Heinz and Victor W. Marshall (Eds.), *Social Dynamics of the Life Course*. New York: Aldine De Gruyter.

Mayer, K. U. (2004). Whose Lives? How History, Societies and Institutions Define and Shape Life Courses, *Research in Human Development*, 1 (3): 161-187.

Mayer, Karl Ulrich & Urs Schoepflin. 1989. "The State and the Life Course." *Annual Review of Sociology* 15: 187-209.

Sep 27 Micro – Agency

Diverse approaches to conceptualizing and operationalizing agency with specific reference to the life course. The central challenges are its psychological dimensions and its “boundedness” by social structures.

* Shanahan & Macmillan, Pp. 181-234

Behrens, M. & K. Evans. 2002. Taking control of their lives? A comparison of the experiences of unemployed young adults (18-25) in England the new Germany. *Comparative Education* 38: 17-37.

Clausen, John A. 1993. *American Lives*. New York: Free Press.

Clausen, John A. 1991. "Adolescent Competence and the Shaping of the Life Course." *American Journal of Sociology* 96(4): 805-842.

Dunkel, Curtis & Jennifer Kerpelman (Eds.). 2006. *Possible selves: theory, research, and applications*. New York: Nova.

R Gecas, Viktor. 2004. Self-agency and the life course. Pp. 369-390 in In J. T. Mortimer and M. J. Shanahan (Eds.) *Handbook of the Life Course*. New York: Kluwer-Plenum.

* Heckhausen, Jutta. 1997. Developmental regulation across adulthood: primary and secondary control of age-related challenges. *Developmental Psychology* 33, 176-187.

Heckhausen, Jutta & Richard Schulz. 1995. A life-span theory of control. *Psychological Review* 102, 284-304.

Heckhausen, Jutta & M. Tomasik. 2002. Get an apprenticeship before school is out: How German adolescents adjust vocational aspirations when getting close to a developmental deadline. *Journal of Vocational Behavior* 60, 199-219.

- * Heinz, Walter. 2002. Transition discontinuities and the biographical shaping of early work careers. *Journal of Vocational Behavior* 60, 220-240.
- R** Hitlin, Steven. 2007. Time, self, and the curiously abstract concept of agency. *Sociological Theory* 25: 170-191.
- * Shanahan, Michael, & Scott Hofer, Richard Miech. 2003. Planful competence, the life course, and aging: Retrospect and prospect. Pp. 189-211 in S Zarit & K Schaie (Eds.) *Personal Control in Social and Life Course Contexts*. New York: Springer.
- R** Thoits, Peggy A. 1994. Stressors and problem-solving: the individual as psychological activist. *Journal of Health and Social Behavior* 35, 143-160.
- * Yonezawa, S., A. S. Wells, et al. (2002). "Choosing tracks: "Freedom of choice" in detracking schools." *American Educational Research Journal* 39: 37-67.

Oct 4 Micro – Pathways, Transitions, Turning Points

Oct 4, 11, and 18 all focus on sophisticated uses of paradigmatic tools not discussed (because of recency) in Shanahan & Macmillan.

- R** Entwisle, D & Karl Alexander & Linda S Olson. 2003. The first grade transition in life course perspective. Pp. 229-250 in J. Mortimer and M. Shanahan (Eds.), *Handbook of the Life Course*. New York: Plenum.
- * Shanahan & Macmillan, 44-101
- R** Mortimer, Jeylan T. 2003. *Working and growing up in America*. Cambridge: Harvard.
- * Pavalko, Eliza. 1997. Beyond Trajectories: Multiple Concepts for Analyzing Long-term Processes. Pp. 129-147 in M. Hardy (Ed.), *Studying Aging and Social Change*. Newbury Park, CA: Sage.
- R** Pallas, A. M. (2003). Educational transitions, trajectories, and pathways. *Handbook of the Life Course*. J. T. Mortimer and M. J. Shanahan. New York, Plenum.

Pathways

- * Copher, Rhonda & Ross Macmillan. 2005. Families in the life course: interdependencies of roles, role configurations, and pathways. *Journal of Marriage and the Family*, 67, 858-879.
- Lucas, S. R. and M. Berends (2002). "Sociodemographic diversity, correlated achievement, and de facto tracking." *Sociology of Education* 75: 328-348.

Kerckhoff, Alan. 1993. *Diverging Pathways: Social Structure and Career Deflections*. Cambridge: Cambridge University Press.

R Macmillan, Ross & Scott Eliason. 2003. Characterizing the life course as role configurations and pathways: a latent structure approach. Pp. 529-554 in J. Mortimer and M. Shanahan (Eds.), *Handbook of the Life Course*. New York: Plenum.

Transitions and Turning Points

* King, Ryan, & Michael Massoglia & Ross Macmillan. 2007. The context of marriage and crime: gender, the propensity to marry, and offending in early adulthood. *Criminology* 45, 33-65.

Blair Wheaton. 1990. "Life Transitions, Role Histories, and Mental Health." *American Sociological Review* 55(2): 209-223.

* McFarland, Daniel A. 2006. Curricular flows: Trajectories, turning points, and assignment criteria in high school math careers. *Sociology of Education* 79, 177-205.

R Sampson, Robert & John Laub. 2003. Desistance from crime over the life course. Pp. 295-310 in J. Mortimer and M. Shanahan (Eds.), *Handbook of the Life Course*. New York: Plenum.

R Uggen, Christopher & Michael Massoglia. 2003. Desistance from crime and deviance as a turning point in the life course. Pp. 311-350 in J. Mortimer and M. Shanahan (Eds.), *Handbook of the Life Course*. New York: Plenum.

Oct 11 Micro – Sequences, Pace, Age Norms/Developmental Deadlines

Sequences

Blair-Loy, Mary. 1999. Career patterns of executive women in finance: an optimal matching analysis. *American Journal of Sociology* 104, 1346-1397.

* Pollock, Gary. 2007. Holistic trajectories: a study of combined employment, housing, and family careers by using multiple-sequence analysis. *Journal of the Royal Statistical Society: Series A*. 170, 167-183.

Stovel, Katherine, & M. Savage, & Peter Bearman. 1996. Ascription into achievement: models of career systems at Lloyds Bank, 1890-1970. *American Journal of Sociology* 102, 258-399.

Pace

- * Longest, K. & M. Shanahan. 2007. A fuzzy set test of pseudomaturity theory. Mimeo.
- Newcomb, M. D. (1996). "Pseudomaturity among adolescents: construct validation, sex differences, and associations in adulthood." *Journal of Drug Issues* **26**: 477-504.
- Weiss, R. S. (1979). "Growing up a little faster: the experience of growing up in a single-parent household." *Journal of Social Issues* **35**: 97-111.
- Krohn, M. D., A. J. Lizotte, et al. (1997). "The interrelationship between substance use and precocious transitions to adult statuses." *Journal of Health and Social Behavior* **38**: 87-103.

Age Norms/Developmental Deadlines

- * Bilari, Francesco & A. Liefbroer. 2007. Should I stay or should I go? The impact of age norms on leaving home. *Demography* **44**, 181-198.
- * Settersten, Richard. 1998. A time to leave home and a time never to return? Age constraints on the living arrangements of young adults. *Social Forces*, **76**, 1373-1400.
- R** Settersten, Richard. 2003. Age structuring and the rhythm of the life course. Pp. 81-98 in J. Mortimer and M. Shanahan (Eds.), *Handbook of the Life Course*. New York: Plenum.
- * Wrosch, C. & J. Heckhausen. 1999. Control processes before and after passing a developmental deadline: activation and deactivation of intimate relationship goals. *Journal of Personality and Social Psychology* **77**, 415-427.

Oct 18 – Fall Break – No Meeting of Seminar

Oct 25 Micro – Trajectories, Durations, Cumulations

Trajectories

- * Dupre, Matthew & Sarah Meadows. 2007, Disaggregating the effects of marital trajectories on health. *Journal of Family Issues*, **28**, 623-652.
- * Yang Yang. 2007. Is Old Age Depressing? Growth Trajectories and Cohort Variations in Late Life Depression. *Journal of Health and Social Behavior*.

Durations

Note discussion in Shanahan & Macmillan, chapter 2.

Cumulations

- * Dannefer, Dale. 2003. "Cumulative Advantage/Disadvantage and the Life Course: Cross Fertilizing Age and Social Science Theory. *Journal of Gerontology: Social Sciences* 58B:S327-S337.
- * Dupre, M. 2007. Educational differences in age-related patterns of disease: reconsidering the cumulative disadvantage and age-as-leveler hypotheses. *Journal of Health and Social Behavior*, 48, 1-15.
- * Angela O'Rand. 2002. "Cumulative Advantage Theory in Life Course Research." *Annual Review of Gerontology* 22:14-30.

Nov 1 Micro – Narratives; Presentations

Biography as a story told and self-understood. As a cultural tool, how is narrative constraining and enabling? That is, how is narrative culturally structured?

- * Berntsen, D & David Rubin. 2004. Cultural life scripts structure recall from autobiographical memory. *Memory and Cognition* 32, 427-442.
 - * Cohler, B & A Hostetler. 2003. Linking life course and life story: social change and the narrative study of lives over time. Pp. 555-576 in In J. T. Mortimer and M. J. Shanahan (Eds.) *Handbook of the Life Course*. New York: Kluwer-Plenum.
- Grob, Alexander, F Krings, & A Bangerter. 2001. Life markers in biographical narratives of people from three cohorts: a life-span perspective on its historical context. *Human Development* 44, 171-190.
- * Habermas, T. 2007. How to tell a life: the development of the cultural concept of biography. *Journal of Cognition and Development*, 8, 1-31.

Nov 8 Higher Order Interaction; Presentation

Guest Speaker: Neal Caren

Any study encompassing the social must confront the possibility that context reflects a complex organization of multiple factors. Ragin presents one fascinating way to think through the relevant issues and he offers an analytic strategy. His approach is static, however, and Neal Caren has extended Ragin to a dynamic framework that is suitable for life course analysis.

- * Caren, N & A. Panofsky. 2005. A technique for adding temporality to qualitative comparative analysis. *Sociological Methods & Research*, 34, 147-172. Please skim.

* Ragin, Charles. 2000. *Fuzzy Set Social Science*. Chicago: U Chicago Press.

Nov 15 Linking Early and Later Experiences; Presentations

Social and psychological mechanisms (not mutually exclusive) creating patterns of continuity and change. Caspi is writing as a personality psychologist, Lynch as a population epidemiologist, McLeod as a sociologist with an interdisciplinary background. The empirical study of the early-later linkages may involve trajectories (see Oct 25 readings) or moderation (see Ragin) or mediation. With respect to mediation: the MacKinnon and Shrout papers are must-reads. The McMillen paper is excellent review of major ideas in biological early-late linkage models.

* Caspi, A., D. Bem, & G. Elder, Jr. 1989. Continuities and consequences of interactional styles across the life course. *Journal of Personality* 57, 375-406.

* Caspi, A & B Roberts. 2001. Personality development across the life course: the arguments for continuity and change. *Psychological Inquiry* 12, 49-66 and accompanying commentaries.

* Lynch, J & G. Smith. 2005. A life course approach to chronic disease epidemiology. *Annual Review of Public Health* 26, 1-35.

R MacKinnon, DP, CM Lockwood, JM Hoffman, SG West, & V Sheets. 2002. A comparison of methods to test mediation and other intervening variable. *Psychological Methods* 7, 83-104.

* McLeod, J. & E. Almazan. 2003. Connections between childhood and adulthood. Pp. 391-411 in In J. T. Mortimer and M. J. Shanahan (Eds.) *Handbook of the Life Course*. New York: Kluwer-Plenum.

McMillen, I C & Jeffery Robinson. 2005. Developmental origins of the metabolic syndrome: prediction, plasticity, and programming. *Physiological Review* 85, 571-633.

R Shrout, PE & N Bolger. 2002. Mediation in experimental and non-experimental studies: new procedures and recommendations. *Psychological Methods* 7, 422-445.

Nov 22 Thanksgiving Holiday – No Meeting of Seminar

Nov 29 Presentations; Guest Speaker: Glen H. Elder, Jr.

Dec 14 Final Project Due in my mailbox by 2:50 pm