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Families in Later Life
Connections and Transitions

by Alexis J. Walker Margaret Manoogian-O'Dell Lori A. McGraw Diana White



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Preface

Several years ago, a publisher suggested to Alexis that a reader for undergraduate students on families in middle and later life would be an important addition to the field. She agreed completely. Too often, gerontological research focuses on individuals without attention to their close connections to others, especially family members. When family issues emerge in the literature, researchers generally focus on dependent older people or on spouses as overburdened caregivers. The depth and richness of their relationships and other aspects of family life are often neglected. Thus, the idea of developing a reader was intriguing—and there was certainly a need for one—but it simmered on a back burner as other tasks took priority.

In the meantime, Alexis invited Diana, Lori, and Margaret, who share her interest in exploring intergenerational relationships, to join her in studying these ties. Avid readers all, we formed a weekly study group, reading and discussing both academic writing and fiction devoted to intergenerational relationships in middle and later life. We read many pieces and learned a great deal. We also shared family stories and the importance of our own connections to older family members. Through discussions of the readings and our experiences, we concluded that much about older adult family life is not in the academic literature. This was particularly true for issues facing older women and people of color.

We decided to put our new knowledge to work by taking on the development of this reader. Conceptualized as a companion to more traditional textbooks, the reader is aimed at helping students understand that older people are developing human beings with close connections to others. Furthermore, the reader illustrates how older adults and their family members experience transitions: not always in predictable ways or at predictable times.

We knew that there was no resource like the reader we envisioned. We also knew that such a resource would be increasingly important as the U.S. population ages and becomes more diverse. Most of all, we wanted to share some of the compelling work we had discovered and the energy and excitement we feel in exploring the family connections and transitions of older adults.

We began by developing a framework for selecting readings and identifying types of connections and transitions that are key to understanding family life. We included both same-generation connections, such as partners and siblings, and cross-generation connections, such as the relationships between parents and adult children and between grandparents and grandchildren. We sought readings that reflected families as sources of both support and strain. We wanted to give attention to transitions and roles such as adult children's leaving home, grandparenthood, retirement, bereavement, caregiving, and the formation of new partnerships.

Our reader includes middle- and later-life families who vary in their racial and ethnic identities, class backgrounds, and sexual orientations. We pay particular attention to how gender shapes family ties. Although we show how family life varies for people in different social positions, we also illustrate similarities in experience. We looked for readings that reflect the life course idea of on-time and off-time family experiences, as well as events that happen to most people and those that are more rare. To provide compelling illustrations of central concepts, we selected a mix of academic writing, fiction, essays, and poetry.

Having developed our framework, we read widely during the next year, and we each brought our favorite readings to the group. In some of our targeted areas, we were disappointed to find little material. In others, we discovered many fine pieces. Because we all loved work that could not be included, the process of making final selections was a painful one. Our framework helped us by highlighting important family issues and experiences and the social context in which they occur. As we agonizingly discarded one piece or another, we consoled ourselves by saying, "We'll address that issue in the framing essay."

We edited the academic articles and many of the essays to meet page limits, always attempting to maintain the integrity of the authors' work. In the end, we are pleased with the breadth and quality of materials included, although we have enough work for another volume!

One of the many challenges we faced was how to organize the readings. We had before us a variety of options: by type of transition, for example, or by type of relationship or connection. Every attempt was messy, however. The lives of individuals and their families occur neither in neat categories nor according to specific timelines. Life experiences are not always efficiently confined to one period of the life span. For example, new love can occur in late life, bereavement can occur at any time within any type of relationship, and grandparenthood extends for decades. In the end, we arranged our volume by age of the person given a central voice in the work. We began with readings focused on parents with young adult children, followed by those focused on early midlife, and continuing on through old age. This developmental structure parallels individual life yet it allows us to demonstrate that change through time and variability with age are key.

Finally, it was time for the framing essays. Although the writing process can be challenging, we were surprised to discover that despite extensive notes and discussion, the hard part in editing this book was

not nearly over. Our framing essays had to convey our main concern that people change and grow through time and in a variety of ways.

Throughout all its phases, however, this project has been enormously satisfying. During a two-year period, we have enjoyed great literature, provocative research, engaging conversation, terrific food, and good humor. We came to know each other well as we shared stories of our own family transitions and connections. Although other projects such as articles and dissertations were put on hold for a while, we are grateful for the opportunity to have worked together on this book. We hope that readers share our pleasure and joy in reading and learning about the social lives of older adults.

From beginning to end, our work was collaborative. Alexis was the team leader and took major responsibility for editing. Lori, Diana, and Margaret contributed equally and chose to be listed alphabetically. We are grateful to Sandra Frye, who helped in the preparation of the final manuscript. We also acknowledge our own intergenerational family connections and those who have inspired us through the years: our parents, Emily and Bob Guion, Rita and Haig Manoogian, Janice and Jeffrey McGraw, and Lois and Bernard Walker; and our grandparents, Carrie and Roy Guion, Cleora and Ottie Firestone, Mafra Lykins Marini, Ruth P. Flanagan, Maria and Ludwig Helmprecht, Satenig and Garabed Manoogian, Lillian and Alex Guadagno, and Lilly and Wilfred Walker.

List of reviewers to come