

and, present and lifecourse centred perspectives. Implications social policy and intergenerational relationships will be explored.

OLD AGE IN GREENLAND – NEGOTIATING IDENTITY AND PLACE IN SOCIETY

A. Siren, *The Danish Centre for Social Science Research, Copenhagen, Hovedstaden, Denmark*

As part of the Danish commonwealth, yet culturally and geographically distinct territory, Greenland has a culturally and socially adjusted version of the Nordic welfare system. Social change and increase in life expectancy have been rapid. The significant social, demographic and cultural changes mean that meanings of old age need to be negotiated at individual, intergenerational and societal level. This study uses material from semi-structured interviews with older Greenlanders. Through analysis of the accounts on daily life and experiences on ageing, we investigate how the older Greenlanders are constructing their identity and place in society as they age. We find that the traditional sources of meaning making and identity construction are related to nature, kinship and Greenlandic food. Societal and cultural changes, such as family diaspora and introduction of active ageing paradigm based policies create disruptions. Also individual age-related functional changes limit access to the sources of meaning making.

FEARS OF OLD AGE: FRAILTY, DEMENTIA AND SUFFERING

P.F. Higgs, *University College London, Epsom, England, United Kingdom*

Increased life and disability free life expectancy are among the motors transforming later life. However, such changes have not made old age less feared or unwelcome. Utilising the framework of the social imaginary of the fourth age to examine this apparent paradox this paper will suggest that later life is often overshadowed by fears of frailty, dementia and suffering. Recognising the power of this social imaginary is critical to understanding how ageing is negotiated and how it shapes tensions and expectations among older people. This paper argues that what is now becoming regarded as ‘real’ old age sets new challenges for ageing populations that go beyond ‘unsuccessful’ ageing or the focus on financing social and health care. Instead there needs to be an acceptance that such fears of old age are of real anticipated futures and these should be addressed.

GREAT-GRANDPARENT ROLE IDENTITY ACROSS TIME AND GENDER

M. Silverstein¹, V.L. Bengtson, PhD², 1. *Syracuse University, Fayetteville, New York, United States*, 2. *University of Southern California, Los Angeles, CA, USA*

Great-grandparents are uniquely situated in the family by simultaneously occupying and managing three intergenerational roles. This paper examines temporal change and gender differences in the self-assessed importance of these roles. Data derive from 370 great-grandparents participating in the Longitudinal Study of Generations between 1994–2005. Intergenerational role importance was measured by the question: “How important is being a (parent/grandparent/great-grandparent) to your sense of self?” Overall,

great-grandparent roles were evaluated as less important than grandparent and parent roles; the importance of all roles was stronger for women than men. Patterns of change showed that the importance of great-grandparent and parent roles strengthened with age, the former increasing at twice the rate of the latter, and more so for women than for men. Results suggest that multigenerational roles form a hierarchy of importance, but are not static. Implications are discussed in terms of gender differentiation in intergenerational relationships extending into very late life.

A CRITICAL PERSPECTIVE ON CURRENT MODELS OF INTERGENERATIONAL LEARNING

S. Hatzifilalithis¹, A.M. Grenier, PhD², 1. *McMaster University, Hamilton, Ontario, Canada*, 2. *McMaster University, Hamilton, ON, Canada; Department of Health, Aging and Society, Hamilton, ON, Canada; Gilbrea Centre for Studies in Aging, Hamilton, ON, Canada*

Research into different aspects of intergenerationalities continues to develop at a considerable pace for individuals, communities, and society. Multiple practices for older people are organized around the presumed benefits of intergenerational interaction, with intergenerational programming operating as a taken-for-granted practice. However, the merits of this approach, the models that inform practice, and the learning that takes place between older and younger people, remain under-theorized. This paper discusses dominant theoretical frameworks including developmental and psychosocial models of intergenerational learning such as the Social Cognitive Learning model, and the Life Span approach (Erikson 1963; VanderVan, 2011). It documents how the field of intergenerationality is conceptualized in the realms of learning; how models retain age and stage based assumptions, including the polarizing discourses of ‘decline’ and ‘activity’. By understanding the underlying assumptions of intergenerational learning, this paper makes an important contribution to the theoretical foundations that are required to build intergenerational landscapes.

SESSION 1430 (SYMPOSIUM)

PERSONALITY DEVELOPMENT AND HEALTH ACROSS THE ADULT LIFESPAN

Chair: E.K. Graham, *Northwestern University, Chicago, Illinois*

Co-Chair: J. Lodi-Smith, *Canisius College, Buffalo, New York*

Discussant: D. Mroczek, *Northwestern University, Chicago, Illinois*

The presentations in this symposium provide insights into the dynamic relationships between personality and health across the adult lifespan with a particular focus on these processes in late life. Using data from 19 longitudinal studies representing multiple cohorts and countries, the presentations in this symposium leverage the latest statistical techniques to examine questions of replicability of classic findings from and test basic assumptions of personality and health. The first talk presents the first large-scale systematic effort to estimate the replicability and generalizability of Healthy Neuroticism, the idea that combined with higher