

Sociology 488H1F
Fall, 2019
Mental Health Over the Life Course

Blair Wheaton
blair.wheaton@utoronto.ca
416-978-6317

Time: Thursday 2-4

Place: SS2119

This course began as a fourth year seminar focusing on the importance of the life course perspective in understanding mental health, from early life to old age. The life course perspective encourages you to take the “long view” of lives by connecting experience across life stages, with an emphasis on the connections between childhood experience and adult life.

In this course you will have an opportunity to propose and pursue research on the impact of the life course perspective on understanding life chances in the long-term, using mental health as an indicator, and as a result you will develop skills in the specification of ideas, the analysis of data, and assessment of evidence in research.

The course proceeds in three stages. First, over the first three weeks (or so), we consider key readings in the literature on two issues: 1) how mental health evolves over the life course in general and why; and 2) the pathways that link earlier life experience to later mental health. In the second three weeks, we will consider readings specific to a research topic we decide on in class. This will set up the early stages of writing a paper together.

The final stage of the course (the last six weeks or so) will focus on the process of writing a paper, including conducting an analysis of specific empirical questions from the paper, using data we will download from the National Longitudinal Survey of Youth. The idea is to expose you to the real process of writing a professional research paper – not a student paper – including five phases, outlined below.

Required Work

Your work in this class will have three different components:

1. We will develop a research paper collectively, as a class, in five segments: 1) development of research questions based on the existing literature and write-up of the introductory sections of the paper (the introduction); 2) design of an analysis to assess the research questions using real data from the National Longitudinal Survey of Youth; 3) write up of the methods, measurement, and analytical strategies to be

used in this paper; 4) conducting an analysis to address the research questions, with a written report to the class; including tables, and 5) write-up of the results and a discussion of the results. ***You will contribute to one of the phases of this research paper as a member of a group of two to three, voluntarily formed.*** Grades will be assigned to all members of groups equally.

Your group will present its contributions to the project on a scheduled week later in the semester. The following week, your group will hand in a final version of your part of the paper.

A detailed description of this assignment is appended to the end of this syllabus.

2. You will present a discussion and critique of a chosen reading in one of the first six weeks devoted to discussion of readings. This will start the second week of class. You will be expected to go beyond merely a descriptive approach; instead, you should also develop a perspective of the reading's strengths and weaknesses, or limitations, and argue its overall contributions.

NB: Please note: You can post two comments in the same week if you choose to.

3. You will submit two posted comments on readings in the attached reading list, and at least one should be on the readings in the second three weeks of the course focusing on our paper topic. We can add readings to the list to tailor the reading to the paper. ***This must happen between weeks two and six in the course.*** These comments will be submitted to Quercus ***up to 12 noon on the Wednesday before a reading is discussed.***

Posted comments are done individually, and should focus on a critical evaluation of a chosen article or reading, but also arguing its strengths where appropriate. For one of your comments, you will be encouraged to suggest how the reading is relevant to a potential research questions for the class paper, especially how proposed analyses in our paper may clarify or resolve issues in that reading.

You will use online data at the National Longitudinal Survey of Youth 1979 (NLS-Y) web site to guide the class proposal and paper. Potential topics using those data are listed in the attached class project outline.

Note that groups are formed voluntarily. This must be done early in the class in order for you to have choice about the phase of the project you wish to work on.

Other Course Goals in the Early Weeks

In the early weeks I will also provide some overview of the life course perspective and the sociology of mental health, as a quick orientation to these areas. We will also consider methods

you can use to analyze data for the research paper, as well as the use of the NLSY data. We will review the research questions, methods, and types of analysis possible using these data.

Required Work

1. Class attendance
10%
2. Class Presentation on Reading 20%
3. Posted comments /questions on 2 readings (2 x 10%) 20%
4. Class Project class presentation 20%
5. Final written version of your portion of the class project 30%

Class attendance will be graded as follows: if you miss two or fewer classes, you will receive the full 10%. For every class beyond two, your grade out of 10 will be reduced by 1 point.

Because everyone will post comments in the first six weeks, you will have some feedback about grades before the required date.

Schedule

The week-by-week class schedule starts below. You will have to sign up to submit comments on chosen weeks.

Note that there **are** scheduled due dates for each phase of the collective class project. When you choose to sign up for a specific phase of this project, you are also signing up for this due date. Every group will have an opportunity to present their section, **but also** revise their work for submission **the following week**.

Prerequisites

IMPORTANT NOTE: The prerequisite for this course is Sociology 202 (Statistics) or its equivalent. Students lacking the prerequisite can be removed at any time.

Class Schedule

<i>Date</i>	<i>Class</i>	<i>Activities</i>
Sept 5	<i>Overview (slides):</i> The Life Course Perspective The Sociology of Mental Health <i>Choose a group for class project.</i>	Blair presents.
Sept 12	<i>Overview (slides):</i> Reading and Interpreting Articles Using the NLSY Web Site.	Blair presents

	<p>The Class Project</p> <p>Class Presentation on Reading (section 1)</p>	<p>Discussion of possible research questions for project.</p> <p>Class presentation</p>
Sept 19	<p><i>Overview (slides):</i> Statistical Analysis for the Class Project</p> <p>Class Presentation on Reading (sections 1 and 2)</p>	<p>Blair presents</p> <p>Class presentation</p>
Sept 26	<p><i>Overview:</i> Intro to SAS and Template Programs</p> <p>Class presentations on Readings Section 2:</p>	<p>Blair presents</p> <p>Discussion of Group Project</p> <p>Class presentation</p>
Oct. 3	<p>Class presentations on Two+ Readings Section 3 and/or 4</p> <p><i>Discussion with Theorists about goals of paper.</i></p>	<p>Class presentations</p>
Oct. 10	<p><i>Slides:</i> Downloading Data and Reading it into SAS.</p> <p>Class presentations on Two+ Readings Section 3 and/or 4</p> <p><i>Discussions with groups about paper and their contributions.</i></p>	<p>Blair Presents (briefly)</p> <p>Class presentations</p>
Oct. 17	<p>Class presentations on Two+ Readings Section 3 and 4</p> <p><i>Discussions with Implementers, Methodologists, and Analysts about next steps in paper.</i></p>	<p>Class presentations</p>
Oct. 24	<p>“Theorists” present overview of Introductory section of paper: Literature Review and Research Questions.</p> <p><i>Discussion with Implementers about presentation.</i></p>	<p>“<i>Theorists</i>” present.</p> <p>Discussion with Implementers about their role</p>
Oct. 31	<p>“Implementers” present overview of analytical plan for paper, including a description of Data, Variables, and Design of Analysis</p>	<p>“<i>Implementers</i>” present.</p>

	<p><i>Discussion with Methodologists and Analysts about presentation.</i></p> <p><i>Due: Theorists Report: First Sections of Paper</i></p>	
Nov. 7	<i>Reading Week</i>	
Nov. 14	<p>Class presentations: “Methodologists” present overview of analytical plan for paper, including a preliminary write-up of the Data and Methods section of paper.</p> <p><i>Discussion of tasks for Analysts and Writers</i></p> <p><i>DUE: Implementers submit report about data, measures, and analytical design for paper.</i></p>	<i>“Methodologists” present</i>
Nov. 21	<p>Class presentations: “Analysts” report on results from data analysis, and interpretation.</p> <p><i>Discussion of tasks for Writers (in detail)</i></p> <p><i>DUE: Methodologists submit report for the Data and Methods part of the paper.</i></p>	<i>“Analysts” present.</i>
Nov. 28	<p>Class presentations: “Writers” present draft of results and discussion sections.</p> <p><i>DUE: Analysts submit report on Results .</i></p> <p><i>DUE December 5th: Writers submit report for Results and Discussion part of paper.</i></p>	<p><i>“Writers” present</i></p> <p>Blair presents overview of process.</p>

Reading

In the early weeks (weeks 2-4), readings will focus on a general overview of the life course perspective, the study of mental health from a life course perspective, and research connecting early life experience to later life outcomes.

By weeks 5-7, we will focus on readings relevant to the class paper – given we have chosen a topic for the paper. These readings will be drawn from section 3, but also section 4, which will be populated by readings chosen specifically to support the topic of the paper.

Each week we will consider 2 to 4 readings. You will sign up to present 1 or 2 readings in the first 7 weeks. These readings will help define what the literature review for the paper will address. However, the Theorists will be expected to supplement these readings with others to fill in gaps.

This course shifts the emphasis in required work from reading to doing research. *Please note: The attached readings are really a starting point reference list for the paper. You can add other readings you find. This is NOT a required list!!*

Readings will be posted on Quercus, once chosen.

Data and Statistical Software

In this course we will use the National Longitudinal Survey of Youth (NLS-Y), Child and Youth supplement. The NLSY is one of the most widely used data sets in the world. There are two versions: study of a cohort first interviewed in 1979, and a separate study of their children starting in 1997. We will use the 1979 cohort, but focus on their children, born after 1984 and followed up to 2014. The original NLSY79 was a study of U.S. residents 14 to 22 years old in 1979. The Child and Youth data sets will be merged with the parent data, so that we can analyze the effects of parental background on child mental health as they grow up.

This class has free access to the latest version of SAS software. This year will use the free SAS University edition, which can be installed on both PC and Mac computers. Instructions for installing SAS will be reviewed in class, but I will be posting the instructions in the early weeks of the class.

Sociology computers in FE36 have SAS software installed, and you will be able to use those computers at specified times. There will be open lab times in FE36.

Student Accommodation

Please see me if you have a disability or other need that requires accommodation or classroom modification. I will be glad to help you in whatever way I can.

Missed Deadlines

Late work will never be accepted without proper documentation from a student's physician or college registrar. If you miss a test or a paper deadline, follow the steps here before contacting me. Telling me why you missed a deadline cannot be considered on its own.

- In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to me, and submitted with your work.
- If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar. The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work.

Please note that forms that scanned, Xeroxed, or emailed cannot be accepted.

Late work will be graded on a 90% basis if it is within five days of the due date, and on an 80% basis if submitted up to ten days after the due date. Work will not be accepted after that point.

Academic Integrity

Students are expected to know and adhere to the University's principles of academic integrity. Any act of plagiarism or other unethical behavior will be addressed in accordance with University guidelines. Students should be aware that turning in an old paper, or large parts thereof, for credit in a second course, is considered an academic offense. Please see the "Code of Behaviour on Academic Matters"

(<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) for specific information on academic integrity at the U of T.

Appointments

I do not hold specific office hours. But it should be easy for you to arrange appointments with me by email. Students often make appointments to discuss readings or ideas for their part of the project.

I will meet with every group in the weeks before their presentation, to give some guidance about what needs to be done.

Reading List: Core Readings

Readings from Sections 1 and 2 will be discussed from weeks 2 to 4.

Section 3 is a suggested list of starting points for readings for the class paper. This section will be discussed from weeks 5 to 7 and beyond.

Section 4 contains readings specifically for the class paper, chosen after we decide on a specific topic.

1. General Overview of Mental Health over the Life Course

Elder, Glen H., Linda K. George, and Michael Shanahan. 1996. "Psychosocial Stress over the Life Course." Pp. 247-284 in Howard Kaplan (ed.), *Psychosocial Stress*. New York: Academic Press.

Moen, Phyllis. 2001. "Constructing a Life Course." *Marriage and Family Review* 31: 97-109.

George, Linda. 2013. "Life Course Perspectives on Mental Health." Pp. 585-602 in C. S. Aneshensel, J.C. Phelan, and Alex Bierman (eds.), *Handbook of the Sociology of Mental Health*, 2nd Ed. Dordrecht, Netherlands: Kluwer Academic Publishers.

Rutter, Michael. 1989. "Pathways from childhood to adult life." *Journal of Child Psychology and Psychiatry* 30, #1: 23-51.

Pearlin, Leonard I., Scott Schieman, Elena M. Fazio, and Stephen C. Meersman. 2005. Stress, health, and the life course: some conceptual perspectives. *Journal of Health and Social Behavior* 46(2):205-219.

Pearlin, Leonard I. and Marilyn M. Skaff. 1996. "Stress and the Life Course: A Paradigmatic Alliance." *The Gerontologist* 36:239-247.

Wheaton, Blair, and Ian Gotlib. 1997. "Trajectories and turning points over the life course: concepts and themes." Pp. 1-25 in Ian Gotlib and Blair Wheaton (eds.). *Stress and Adversity Over the Life Course: Trajectories and Turning Points*. New York: Cambridge University Press.

Dannefer, Dale. 2003. Cumulative advantage/disadvantage and the life course: crossfertilizing age and social science theory. *Journal of Gerontology, Social Sciences* 58B(6):S327-S337.

Wethington, Elaine et al., 1997. "Turning Points in Midlife." Pp. 215-231 in I. Gotlib and B. Wheaton (eds.), *Stress and Adversity Across the Life Course*. New York: Cambridge University Press.

Alwin, Duane F. and Linda A. Wray. 2005. A life-span developmental perspective on social status and health. *Journals of Gerontology, Series B: 60B (Special Issue II): 7-14.*

- Elder, Glen H., Jr., 1994. "Time, Human Agency, and Social Change: Perspectives on the Life Course." *Social Psychology Quarterly* 57:4 -15
- Giele, Janet Z. and Glenn H. Elder, Jr. 1998. Life course research: development of a field. Pp. 5-27 in Giele, J.Z. and G.H.Elder, Jr. (eds.) *Methods of Life Course Research: Qualitative and Quantitative Approaches*. Thousand Oaks, CA: Sage.
- Graham, Hilary. 2002. Building an inter-disciplinary science of health inequalities: the example of life course research. *Social Science and Medicine* 55: 2005-2016.
- Heinz, Walter R. and Helga Kruger. 2001. Life course: innovations and challenges for social research. *Current Sociology* 49(2):29-45.
- Mullan Harris, K. (2010). An integrative approach to health. *Demography*, 47(1), 1-1-22. doi:10.1353/dem.0.0091
- Maureen M Black, Susan P Walker, Lia C H Fernald, Christopher T Andersen, Ann M DiGirolamo, Chunling Lu, Dana C McCoy, Günther Fink, Yusra R Shawar, Jeremy Shiffman, Amanda E Devercelli, Quentin T Wodon, Emily Vargas-Barón, Sally Grantham-McGregor, 2017. "Early childhood development coming of age: science through the life course" *The Lancet* 389: 7-13, 77-90.

2. Pathways from Early to Later Life: Basic Patterns and Explanations

- Mirowsky, John, and Catherine Ross. 2010. "Well-Being Across the Life Course." Pp. 361-383 in T. Scheid and T. Brown (eds.), *A Handbook for the Study of Mental Health*, Second Edition. New York: Cambridge University Press.
- OR: Mirowsky, John, and Catherine Ross. 1992. "Age and Depression." *Journal of Health and Social Behavior*. 33, #3: 187- 206.
- Mirowsky, John, and Scott Schieman. 2008. "Gender, Age, and the Trajectories and Trends of Anxiety and Anger." Pp. 19-44 in H. Turner and S. Schieman (eds.), *Stress Processes Across the Life Course*. Amsterdam: Elsevier.
- Elder, Glen H. Jr. and Jeffrey K. Liker. 1982. "Hard Times in Women's Lives: Historical Influences Across Forty Years." *The American Journal of Sociology* 88:241-269.
- Willson, Andrea E., Kim M. Shuey, and Glen H. Elder. (2007). "Cumulative Advantage Processes as Mechanisms of Inequality in Life Course Health." *American Journal of Sociology* 112(6):1886-1924.
- Lynch, Scott M. (2003). "Cohort and Life-Course Patterns in the Relationship between Education and Health: A Hierarchical Approach." *Demography* 40:309-331.

- Seabrook, Jamie, and William R. Avison. 2012. "Socioeconomic Status and Cumulative Disadvantage Processes across the Life Course: Implications for Health Outcomes." *Canadian Review of Sociology* 49.1: 50-68.
- Clarke, Philippa, Victor Marshall, James House, and Paula Lantz. 2011. "The Social Structuring of Mental Health over the Adult Life Course." *Social Forces* 89: 1287-1313.
- Adkins, D. E., Wang, V., Dupre, M. E., & Elder, G. H.,. (2009). Structure and stress: Trajectories of depressive symptoms across adolescence and young adulthood. *Social Forces*, 88(1), 31-31-60.
- Mirowsky, J. (2013). "Depression and the Sense of Control: Aging Vectors, Trajectories, and Trends." *Journal of Health and Social Behavior*, 54(4), 407-425.
- Baird, Brendan M., Richard E. Lucas, and M. Brent Donnellan. 2010. "Life Satisfaction across the Lifespan: Findings from Two Nationally Representative Studies". *Social Indicators Research* 99: 183-203.
- Mirowsky, John and Catherine E. Ross. 2007. Life Course Trajectories of Perceived Control and Their Relationship to Education." *American Journal of Sociology* 112: 1339-1382.
- Mirowsky, John. 1996. "Age and the Gender Gap in Depression." *Journal of Health and Social Behavior* 37: 362-380.
- Ross, C. E., & Mirowsky, J. (2002). Age and the Gender Gap in the Sense of Personal Control. *Social Psychology Quarterly*, 65(2), 125. <http://doi.org/10.2307/3090097>
- Schieman, S., van Gundy, K., & Taylor, J. (2001). "Status, role, and resource explanations for age differences in psychological distress." *Journal of Health and Social Behavior*, 42, 80- 96.
- Schieman, Scott 1999. "Age and Anger." *Journal of Health and Social Behavior* 40(3):273-289.
- Umberson, Deborah, Robert Crosnoe, and Corinne Reczek. 2010. "Social Relationships and Health Behavior across the Life Course." *Annual Review of Sociology* 36: 139-157.

3. Readings Relevant to Potential Paper Topics

Such as these examples:

- The effect of early life adversity on later mental health.
- The impact of cumulative advantage / disadvantage on mental health in adulthood.
- The intergenerational transmission of inequality and its effect on mental health in later life.
- Why some people do well in the face of adversity and others don't?: The long-term effects of early resources.
- How do different forms of childhood disadvantage combine to affect mental health in later life?
- What are the connections between adolescent adversities, later stressors, and mental health?

- How are personal coping resources distributed over the life course, including mastery, self-esteem, or sense of trust?
- Any of the above distinguished by gender / race differences.

Alphabetical by Author

- Amato, Paul R., and Bruce Keith. 1991. "Parental divorce and the well-being of children: a meta-analysis." *Psychological Bulletin* 110: 26-46.
- Andrew J. Cherlin, P. Lindsay Chase-Lansdale and Christine McRae. 1998. "Effects of Parental Divorce on Mental Health Throughout the Life Course". *American Sociological Review*, 63:239-249.
- Anthony, E. 1987 "Children at high risk for psychosis growing up successfully." VI in E. Anthony & B. Cohler (eds.), *The Invulnerable Child*. New York: Guilford, .*
- Avshalom Caspi, Daryl J. Bern, and Glen H. Elder, Jr. .1989. "Continuities and Consequences of Interactional Styles Across the Life Course." *Journal of Personality* 57: 375-403.
- Benson, Janel, and Glen H. Elder, Jr. 2011. "Young Adult Identities and Their Pathways: A Developmental and Life Course Model". *Developmental Psychology* 47: 1646-1657.
- Brown, Jocelyn , Patricia Cohen, Jeffrey G. Johnson, and Elizabeth M. Smailes.1999. "Childhood Abuse and Neglect: Specificity of Effects on Adolescent and Young Adult Depression and Suicidality." *Journal of the American Academy of Child and Adolescent Psychiatry* 38: 1490-1496.
- Carr, Deborah. 2002. "Socioeconomic Background and Midlife Health in the United States." *Annual Review of Gerontology and Geriatrics, Volume 22: Economic Outcomes in Later Life: Public Policy, Health, and Cumulative Advantage*, edited by Stephen Crystal and Dennis Shea. New York: Springer Publishing Co.
- Caspi, A. (2000). The child is father of the man: personality continuities from childhood to adulthood. *Journal of Personality and Social Psychology*, 78(1), 158-72. doi: 10.1037/0022-3514.78.1.158
- Caspi, A., Elder, G., Herbener, E. 1990. "Childhood personality and the prediction of life course patterns." II in L. Robins & M. Rutter (eds.), *Straight and Devious Pathways from Childhood to Adulthood*. Cambridge: Cambridge University Press, .*
- Caspi, Avshalom, Glen H. Elder, Jr., and Daryl J. Bem. 1988. "Moving Away From the World: Life-Course Patterns of Shy Children". *Developmental Psychology* 24: 824-831.
- Cecil, Charlotte A.M., Essi Viding, Edward D. Barker, Jo Guiney, and Eamon J. McCrory. 2014. "Double Disadvantage: the Influence of Childhood Maltreatment and Community Violence

- Exposure on Adolescent Mental Health.” *Journal of Child Psychology and Psychiatry* 55: 839-848.
- Clark, Charlotte, Tanya Caldwell, Chris Power and Stephen A. Stansfeld. 2010. Does the Influence of Childhood Adversity on Psychopathology Persist Across the Life-course? A 45-Year Prospective Epidemiologic Study. *Annals of Epidemiology* 20: 385-394.
- Clarke, Philippa, et al. 2013. “Cumulative Exposure to Neighborhood Context: Consequences for Health Transitions over the Life Course. *Research on Aging* 36: 115-135.
- Cohler, B.J. 1987. "Adversity, resilience and the study of lives." XIII in E.J. Anthony & B.J. Cohler (eds.), *The Invulnerable Child*. New York: Guilford.
- Crosnoe, Robert, and Glen H. Elder Jr. 2004. “From Childhood to the Later Years: Pathways of Human Development.” *Research on Aging* 26: 623-654.
- Finkelhor, David., Heather Turner, Sherry Hamby, and Richard Ormrod. 2011. Polyvictimization: Children’s Exposure to Multiple Types of Violence, Crime, and Abuse. *OJJDP Juvenile Justice Bulletin* NCJ235504: 1-12.
- Finkelhor, David., Ormrod, R.K., and Turner, H.A. 2009. Lifetime assessment of polyvictimization in a national sample of children and youth. *Child Abuse & Neglect* 33:403-411.
- Garnezy, N. 1993. "Children in poverty: resilience despite risk." *Psychiatry* 56: 127-136.
- George, L.K. (2010). Still happy after all these years: research frontiers on subjective well-being in later life. *Journal of Gerontology: Social Sciences*, 10.1093: 1-9.
- Hatch, Stephani. 2005. Conceptualizing and identifying cumulative adversity and protective resources: implications for understanding health inequalities. *Journals of Gerontology: Series B: 60B (Special Issue): 130-134.*
- Heather A. Turner, David Finkelhor, and Richard Ormrod. 2006. “The effect of lifetime victimization on the mental health of children and adolescents.” *Social Science and Medicine* 62: 13-27.
- House, James S., Paula M. Lantz and Pamela Herd. 2005. Continuity and change in the social stratification of aging and health over the life course: evidence from a nationally representative longitudinal study from 1986 to 2001/2002 (*Americans' Changing Lives Study*). *Journals of Gerontology: Series B 60B (Special Issue II): 15-26.*
- Karen Van Gundy and Cesar J. Rebellon. 2010 “A Life-course Perspective on the "Gateway Hypothesis". *Journal of Health and Social Behavior*, 51: 244-259.

- Kendall-Tackett, Kathleen A., L.M. Williams, and D. Finkelhor. 1993. "Impact of sexual abuse on children: a review and synthesis of recent and empirical studies." *Psychological Bulletin* 113: 164-180.
- Kessler, Ronald C. Katie A. McLaughlin, Jennifer Greif Green, Michael J. Gruber, Nancy A. Sampson, Alan M. Zaslavsky, Sergio Aguilar-Gaxiola, Ali Obaid Alhamzawi, Jordi Alonso, Matthias Angermeyer, Corina Benjet, Evelyn Bromet, Somnath Chatterji, Giovanni de Girolamo, Koen Demeyttenaere, John Fayyad, Silvia Florescu, Gilad Gal, Oye Gureje, Josep Maria Haro, Chi-yi Hu, Elie G. Karam, Norito Kawakami, Sing Lee, Jean-Pierre Le ´pine, Johan Ormel, Jose ´ Posada-Villa, Rajesh Sagar, Adley Tsang, T. Bedirhan U ´stu ´n, Svetlozar Vassilev, Maria Carmen Viana and David R. Williams. 2010. "Childhood adversities and adult psychopathology in the WHO World Mental Health Surveys". *The British Journal of Psychiatry* 197: 378-385.
- Kessler, Ronald C., and William Magee. 1994. "Childhood Family Violence and Adult Recurrent Depression." *Journal of Health and Social Behavior* 35: 13-27.
- Kimmel, Daniel. 2014. "Effects of Adolescent Violent Victimization on Adult Depression: Testing Heterogeneity for Men and Women. *Society and Mental Health* 4: 179-196.
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- Lindert, Jutta, Ondine S., von Ehrenstein ,Rachel Grashow, Gilad Gal, Elmar Braehler and Marc G. Weisskopf. 2014. "Sexual and physical abuse in childhood is associated with depression and anxiety over the life course: systematic review and meta-analysis". *International Journal of Public Health* 59: 359-372.
- MacMillan, R. (2009). The life course consequences of abuse, neglect, and victimization: Challenges for theory, data collection, and methodology. *Child Abuse & Neglect*, 33(10), 661-661-665. doi:10.1016/j.chiabu.2009.09.002
- Markus Schafer, et al., 2011. "Children of Misfortune: Early Adversity and Cumulative Inequality in Perceived Life Trajectories." *American Journal of Sociology*
- Masten, Patricia. 2011. "Resilience in Children Threatened by Extreme Adversity: Frameworks for Research, Practice, and Translational Synergy." *Development and Psychopathology* 23: 493-506.
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- Mirowsky, John and Catherine E. Ross. 1999. "Economic hardship across the life course." *American Sociological Review* 64(4):548-569.

- Monroe, S., & Harkness, K. (2005). Life Stress, the “Kindling” Hypothesis, and the Recurrence of Depression: Considerations From a Life Stress Perspective. *Psychological Review*, 112(2), 417-45.
- Najman, J., Hayatbakhsh, M., & Clavarino, A. (2010). Family Poverty Over the Early Life Course and Recurrent Adolescent and Young Adult Anxiety and Depression: A Longitudinal Study. *American Journal of Public Health*, 100(9), 1719-23. doi: 10.2105/AJPH.2009.180943
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- Quesnel-Vallée Amélie and Miles Taylor. 2012. “Socioeconomic pathways to depressive symptoms in adulthood: Evidence from the National Longitudinal Survey of Youth 1979.” *Social Science and Medicine* 74: 734-743.
- Schilling, Elizabeth A., Robert H. Aseltine and Susan Gore. 2008. The impact of cumulative childhood adversity on young adult mental health: measures, models, and interpretations. *Social Science and Medicine* 66:1140-1151.
- Shaw, Benjamin A. and Neal Krause. 2002. Exposure to physical violence during childhood, aging, and health. *Journal of Aging and Health* 14 (4):467-494.
- Shrira, Amit, Yuval Palgi, Menachem Ben-Ezra, Dov Shmotkin. “Do Holocaust Survivors Show Increased Vulnerability or Resilience to Post-Holocaust Cumulative Adversity?” *Journal of Traumatic Stress* 23: 367-375.
- Slopen, N., Williams, D. R., Seedat, S., Moomal, H., Herman, A., & Stein, D. J. (2010). Adversities in childhood and adult psychopathology in the south Africa stress and health study: Associations with first-onset DSM-IV disorders. *Social Science & Medicine*, 71(10), 1847-1847-1854. doi:10.1016/j.socscimed.2010.08.015.
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4. Specific Readings for Paper

(to be filled in as the course progresses)

Appendix: The Class Project

CLASS PROJECT SOCIOLOGY 488

WRITING A RESEARCH PAPER

TOPICS

- The effect of early life adversity on later mental health.
- The impact of cumulative advantage / disadvantage on mental health in adulthood.
- The intergenerational transmission of inequality and its effect on mental health in later life.
- Why some people do well in the face of adversity and others don't?: The long-term effects of early resources.
- How do different forms of childhood disadvantage combine to affect mental health in later life?
- What are the connections between adolescent adversities, later stressors, and mental health?
- How are personal coping resources distributed over the life course, including mastery, self-esteem, or sense of trust?
- Any of the above distinguished by gender / race differences.

PHASES OF THE PROJECT

THE THEORISTS: SETTING UP THE PROBLEM

- Specify a specific research question or questions.
- Develop an argument for the need for this research, based on a review of the literature on the chosen question.
- Show how the literature falls short in answering the question
- Argue for the advantages of your approach and the data we will use.
- If the problem involves explaining an effect using mediators, an argument for each mediator's role.
- State the hypotheses.

THE IMPLEMENTERS: FIGURING OUT HOW TO CONDUCT AN ANALYSIS WITH REAL VARIABLES.

- Given the research hypotheses, finding variables in the data that can be used to test these ideas.
- Developing an outline of the measures that can be used.
- Testing the reliability of measures.
- Developing an analytical plan: models to test, how they answer the question.
- Revision of research question as necessary and revision of introduction.

THE METHODOLOGISTS: WRITING UP AND REVISING THE METHODS PART OF THE PAPER.

- Use the results of the work done by the implementers to write a methods section of the paper, consisting of:
 - A section describing the study, the data, and the sample, and why this sample was chosen. Discussion of response rates, missing data, and what this means to the analysis.
 - Description of measures for each variable in the analysis and rationale for the measure.
 - Argument for control variables to be used.
 - A section on the data analysis, the methods to be used, and how they test the main hypotheses.
 - Presentation of descriptive statistics, showing main characteristics of the sample.

THE ANALYSTS: CONDUCT THE ACTUAL DATA ANALYSIS, MAKE TABLES, REPORT RESULTS.

- Conduct the actual data analysis using SAS and template programs.
- Revise the analysis as necessary to answer questions about the results.
- Modify variables as necessary to test the hypotheses in the most effective way.
- Make up tables of results.
- Report results to class.

THE WRITERS: WRITE UP THE RESULTS SECTION AND A DISCUSSION OF RESULTS

- Take the results of the previous group, revise any results as necessary, and write up a results section (6 pages).
- Write a Discussion section (3-4 pages) going over the results, commenting on whether results were consistent with hypotheses and why they were or were not.
- Argue for the original contribution of the paper.
- Include a discussion of limitations of the paper.
- Conclude with some thoughts about directions for future research.