

**Sociology 488H1F**  
**Fall, 2018**  
**Mental Health Over the Life Course**

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*Time: Tuesday 12-2*

*Place: SS2104*

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 and exposures 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 main focus of the course will be a collective class project, done in phases. You will join one of five groups, each with its own goals, working towards the completion of a full research paper by the end of the semester. 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.

The first three weeks of the course will orient you to three essential components of the course: 1) the sociology of mental health as an area; 2) an introduction to the main ideas in the life course perspective; and 3) a guide to analyzing and presenting data.

### ***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 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. The following week, your group will present any revisions or changes based on class discussion the week before.

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

2. You will act as discussant on one of the group presentations during the semester. The goal is to give you experience in taking a constructive critical approach to what is presented. This means: helping the group by suggesting other readings, other ideas, other approaches, suggesting re-organizations of the material presented, suggesting clarifications where you see ambiguity, filling in gaps in what is presented, as examples. To make sure everyone has a chance to do this, three students will act as discussants in the weeks groups present their work. Your group can do this together, to provide commentaries on the work of other groups, or you can act as an individual discussant.
3. You will submit two posted comments on readings in the attached reading list that are relevant to the paper project. ***This must happen between weeks two and five in the course.*** This is necessary for it to be useful to the first group reviewing the literature. It is your choice as to which weeks. This will be submitted on Quercus before the day the first group presents ***up to 12 noon on the Monday before.***

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. You will be encouraged to suggest how your 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 (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.

### *Early Weeks*

In the early weeks I will 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.

### *Schedule*

The week-by-week class schedule starts below. You will have to sign up to be a discussant in the week you choose. This should be done as soon as possible.

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.

### *Required Work*

1. Class attendance  
10%
2. Discussant comments and questions 15%
3. Posted comments /questions on 2 readings (2 x 15%) 30%
4. Class Project (class presentation and written portion) 35%
5. Revision of contribution to class project 10%

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 five weeks, you will have some feedback about grades before the required date.

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

### *Class Schedule*

| <i>Date</i> | <i>Class</i>   | <i>Activities</i> |
|-------------|--|-------------------|
| Sept 11     | <p><i>Overview (slides):</i><br/>The Life Course Perspective<br/>The Sociology of Mental Health</p> <p><i>Assignment: Choose and read an article that may serve as the starting point for the class project.</i></p> | Blair presents.   |

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|         | <b><i>Choose a group for class project.</i></b>  |   |
| Sept 18 | <b><i>Overview (slides):</i></b><br>Reading and Interpreting Articles<br>Using the NLSY Web Site.<br>The Class Project   | Blair presents<br><br>Discussion of possible research questions for project.  |
| Sept 25 | <b><i>Overview (slides):</i></b><br>Statistical Analysis for the Class Project<br>Intro to SAS and Template Programs   | Blair presents<br><br>Discussion of posted comments   |
| Oct 2   | Class presentations: “Theorists” present overview of Introductory section of paper: Literature Review and Research Questions.<br><br><b><i>Discussants respond.</i></b>  | <b><i>“Theorists” present</i></b><br><br>Three discussants:<br><ol style="list-style-type: none"><li>1. Sign up</li><li>2. Sign up</li><li>3. Sign up</li></ol>                                     |
| Oct. 9  | <b><i>Due: Project Phase 1: Written version of Introductory sections of paper (Theorists)</i></b><br><br><b><i>Theorists present overview of revisions made.</i></b>   | <b><i>“Theorists” present</i></b><br><br><b><i>Discussion of next group’s tasks.</i></b>  |
| Oct. 16 | <b><i>Slides:</i></b> Downloading Data and Reading it into SAS.<br><br>Class presentations: “Implementers” present overview of analytical plan for paper, including a description of Data, Variables, and Design of Analysis<br><br><b><i>Discussants respond.</i></b> | Blair Presents (briefly)<br><br><b><i>“Implementers” present.</i></b><br><br>Three discussants:<br><ol style="list-style-type: none"><li>1. Sign up</li><li>2. Sign up</li><li>3. Sign up</li></ol> |
| Oct. 23 | <b><i>Due: Phase 2: Description of Data, Variables, Design of Analysis (Implementers)</i></b><br><br><b><i>Implementers present overview of revisions made.</i></b>  | <b><i>“Implementers” present</i></b><br><br><b><i>Discussion of next group’s task.</i></b>  |
| Oct. 30 | Class presentations: “Methodologists” present overview of analytical plan for paper, including a preliminary write-up of the Data and Methods section of paper.<br><br><b><i>Discussants respond.</i></b>  | <b><i>“Methodologists” present.</i></b><br><br>Three discussants:<br><ol style="list-style-type: none"><li>1. Sign up</li><li>2. Sign up</li><li>3. Sign up</li></ol>                               |

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| Nov. 6  | <i>Reading Week</i>  |   |
| Nov. 13 | <p><b><i>Due: Phase 3: Write-up of Data and Methods Section of Paper</i></b></p> <p><i>Methodologists present overview of revisions/changes.</i></p> <p>Class presentations: “Analysts” report on results from data analysis, and interpretation.</p> <p><i>Discussants respond.</i></p> | <p>“Methodologists” present</p> <p>“Analysts” present.</p> <p>Three discussants:</p> <ol style="list-style-type: none"> <li>1. Sign up</li> <li>2. Sign up</li> <li>3. Sign up</li> </ol> |
| Nov. 20 | <p><b><i>DUE: Phase 4: Written Report of Data Analysis to Address Research Questions</i></b></p> <p><i>Analysts present overview of revisions/changes.</i></p>   | <p>“Analysts” present</p> <p>Discussion of final group tasks.</p>   |
| Nov. 27 | <p>Class presentations: “Writers” present draft of results and discussion sections.</p> <p><i>Discussants respond.</i></p>   | <p>“Writers” present</p> <p>Three discussants:</p> <ol style="list-style-type: none"> <li>1. Sign up</li> <li>2. Sign up</li> <li>3. Sign up</li> </ol>                                   |
| Dec. 4  | <p><b><i>DUE: Phase 5: Write-up of Results and Discussion (8-10 pages)</i></b></p> <p><i>Writers present overview of revisions and changes</i></p>   | <p>“Writers” present</p> <p>Blair presents overview of process.</p>   |

### **Reading**

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!!***

It is a good idea to ground your research in something you read in these sources, but you may also use outside sources. All readings groups or individuals choose to present or comment on should be posted: either send me the reading or notify me in case I have it. Your comments and questions as a discussant about presentations will also be posted on Quercus, by 6 pm the day before a group presents.

### ***Data and Statistical Software***

In this course we will use the National Longitudinal Survey of Youth (NLS-Y). 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. You can actually merge the two study inter-generational influences and changes.

The NLSY79 is a study of U.S. residents 14 to 22 years old in 1979. They have been followed at least every second year up to 2014. The sample size is over 12,000 individuals; it is a nationally representative sample.

The NLSY97 is a study of their children born between 1980-1984 (N=8984). They were 12-17 in 1997, the first wave. They have been followed through 2016, including 17 re-interviews. At the final wave in 2016, they were between 32 and 37 years old, so you cannot use these data to assess the long-term effects over the life course possible in the NLSY79.

This class has free access to the latest version of SAS software. This software must be installed on a 64-bit computer, whether a Mac or a PC. If you have a Mac, you must install Parallels or Boot Camp, to run Windows. Instructions for installing SAS 9.4 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](http://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 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.

## **Reading List: Core Readings**

***You can choose readings from this list to help in writing the paper and/or posting comments. I will make suggestions.***

***Reference readings are listed after the main reading list mainly for use in the research paper.***

***Posted comments can target readings either from the Core or Reference sections.***

### *1. Concepts and Themes*

#### *Core*

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*, 2<sup>nd</sup> Ed. Dordrecht, Netherlands: Kluwer Academic Publishers.

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, L. (2010). The Life Course and the Stress Process: Some Conceptual Comparisons. *Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, 65B(2), 207-15. doi: 10.1093/geronb/gbp106.

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.

#### *Reference*

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



- George, Linda. 2007. "Life Course Perspectives on Social Factors and Mental Illness." Pp. 191-218 in William R. Avison, Jane D. McLeod, and Bernice Pescosolido (eds.), *Mental Health, Social Mirror*. New York: Springer.
- 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 lifecourse 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.
- Kuh, Diana, Yoav Ben-Shlomo, John Lynch, J. Hallqvist, and Chris Power. 2003. Life course epidemiology. *Journal of Epidemiology and Community Health* 57:778-783.
- Macmillan, Ross. 2005. "The Structure of the Life Course: Classic Issues and Current Controversies." Pp. 3-27 in R. Macmillan (ed.), *The Structure of the Life Course: Standardized, Individualized, Differentiated?*, *Advances in Life Course Research* vol. 9. Amsterdam: Elsevier.
- Mullan Harris, K. (2010). An integrative approach to health. *Demography*, 47(1), 1-1-22. doi:10.1353/dem.0.0091
- Rutter, Michael. 1989. "Pathways from childhood to adult life." *Journal of Child Psychology and Psychiatry* 30, #1: 23-51.
- Shanahan, Michael, and Ross Macmillan. 2008. *Biography and the Sociological Imagination*. New York: Norton.
- 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. Basic Patterns*

### *Core*

- 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.

- 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.
- 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.
- Bell, Andrew. 2014. "Life-course and cohort trajectories of mental health in the UK, 1991-2008: A multilevel age-period-cohort analysis. *Social Science & Medicine* 120 (2014) 21e30
- 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.

### *Reference*

- 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, and Catherine Ross. 1992. "Age and Depression." *Journal of Health and Social Behavior*. 33, #3: 187- 206.
- 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. Connections Across Lives: Trajectories , Transitions, and Turning Points*

#### *Core*

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

- 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.
- 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.
- 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 LivesStudy). *Journals of Gerontology: Series B* 60B (Special Issue II): 15-26.

### *Reference*

- 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.
- 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.
- 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.
- Crosnoe, Robert, and Glen H. Elder Jr. 2004. "From Childhood to the Later Years: Pathways of Human Development." *Research on Aging* 26: 623-654.
- Kandel, Denise B., et al., 1986. "The consequences for young adulthood of adolescent drug involvement: an overview." *Archives of General Psychiatry*.
- 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.
- Shanahan, Michael. 2000. "Pathways to Adulthood in Changing Societies: Variability and Mechanisms in a Life Course Perspective." *Annual Review of Sociology* 26: 667-692.

#### *4. Duration vs. Timing of Exposures in the Life Course: Cumulative Advantage and Cumulative Disadvantage*

##### *Core*

- 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.
- Umberson, Debra, Kristi Williams, Patricia Thomas, Hui Liu, and Mieke Beth Thomeer. 2014. "Race, Gender, and Chains of Disadvantage: Childhood Disadvantage, Social Relationships, and Health." *Journal of Health and Social Behavior* 55: 20-38.
- Wheaton, Blair and Philippa Clarke. (2003). "Space Meets Time: Integrating Temporal and Contextual Influences on Mental Health in Early Adulthood." *American Sociological Review* 68:680-706.
- Wheaton, Blair, and Sarah Reid. 2008. Wheaton, Blair, and Sarah Reid. 2008. "The Role of Timing vs. Duration in the Cumulative Work History Effects of Job Exits and Nonemployment on Women's Mental Health." Pp. 195-232 in H. Turner and S. Schieman (eds.), *Stress Processes Across the Life Course*. Amsterdam: Elsevier.
- Clarke, Philippa, et al. 2013. "Cumulative Exposure to Neighborhood Context: Consequences for Health Transitions over the Life Course." *Research on Aging* 36: 115-135.

##### *Reference*

- 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.
- Leopold, Lillya. 2016. "Cumulative Advantage in an Egalitarian Country? Socioeconomic Health Disparities over the Life Course in Sweden." *Journal of Health and Social; Behavior* 57: 257-273.
- 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
- O'Rand, Angela M. and Jenifer Hamil-Luker. 2005. Processes of Cumulative Adversity: Childhood Disadvantage and Increased Risk of Heart Attack Across the Life Course. *Journals of Gerontology, Series B: 60B (Special Issue II): 117-124*.

- 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.
- Tetyana Pudrovska. 2014. "Early-Life Socioeconomic Status and Mortality at Three Life Course Stages: An Increasing Within-Cohort Inequality." *Journal of Health and Social Behavior* 55: 181-195
- Willson, Andrea E., and Kim M. Shuey. 2016. "Life Course Pathways of Economic Hardship and Mobility and Midlife Trajectories of Health." *Journal of Health and Social Behavior* 57: 407-422.
- Willson, Andrea E., Kim M. Shuey, and Glen H. Elder, Jr . 2007. "Cumulative Advantage Processes as Mechanisms of Inequality in Life Course Health" *American Journal of Sociology*, Vol. 112, pp. 1886-1924.
- Frank J Elgar, Timo-Kolja Pförtner, Irene Moor, Bart De Clercq, Gonneke W J M Stevens, Candace Currie. 2015. Socioeconomic inequalities in adolescent health 2002–2010: a time-series analysis of 34 countries participating in the Health Behaviour in School-aged Children study. *The Lancet* 385: 2088-2095.

## *5. Childhood Adversity and the Long View of Lives*

### *Core*

- 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.
- Umberson, Debra, Kristi Williams, Patricia Thomas, Hui Liu, and Mieke Beth Thomeer. 2014. "Race, Gender, and Chains of Disadvantage: Childhood Adversity, Social Relationships, and Health." *Journal of Health and Social Behavior* 55: 20-38.
- 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.
- Taylor, Shelley. 2010. "Mechanisms Linking Early Life Stress to Adult Health Outcomes". *PNAS* 107: 8507-8512.
- 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.

- 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.
- Clark, CharlotteTanya Caldwell, Chris PowerAnd 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.
- 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 Demyttenaere, 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.
- Paula S. Nurius, Sara Green, Patricia Logan-Greene, and Sharon Borja . 2015. Life course pathways of adverse childhood experiences toward adult psychological well-being: A stress process analysis, *Child Abuse and Neglect* 45: 143-153.

## *Reference*

- 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, .\*
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## Appendix: The Class Project

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# 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, including mastery, self-esteem, or sense of trust?
- How does intersectionality of statuses affect mental health status in later life?
- How does race and immigration combine to affect mental health, and why?

#### 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.

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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.

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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.

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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.