

Sociology 498H1S
Winter, 2015
Mental Health Over the Life Course

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Time: Monday, 1-3

Place: RL 14081

This course is a fourth year seminar focusing on the importance of the life course perspective in understanding mental health, from early life to old age. The purposes of this course can be described from a number of perspectives:

- A follow-up course to a general survey course in mental health with a more intensive focus on one major perspective.
- An opportunity to propose and pursue research on the impact of the life course perspective on understanding life chances in the long-term.
- Development of skills in the specification of ideas and the assessment of evidence in actual analyses of data.
- Understanding the “long view” of lives and connecting experience and exposures across life stages, with an emphasis on the connections between childhood experience and adult life.

In this course, your course will include a presentation in class, a short 7 page biography of someone you know, emphasizing the role of life course concepts, and a group research-based paper. The paper will allow you to pose a research question raised in the literature you read in this course and then conduct the research to address this issue, using one of two data sets provided. Depending on the biography, you may have the opportunity to test one of the issues you raise in the research conducted in this class. In the class presentation you will review some the existing research or theory in this area. Your group should consider a project that follows from some issue in the literature we discuss. 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.

The schedule starting on the next page describes the focus of each week as well as the required work. In order to promote class discussion, you will also post two questions about the readings online, on any two weeks you choose. The presenter each week will take into account these questions in their presentations. Posted questions are due online the night before the scheduled class, *before 9 pm on the Sunday night before class.*

The biography is a short 7-page (double-spaced) analysis of the “mental health trajectory” of someone you know (anonymously presented), using life course concepts to explain changes in their mental health from childhood to adulthood. You *can* use someone in a published biography, if you prefer. **Note:** if you do not have a suitable subject for this paper, you can submit *four additional comments to the discussion board, each 2-3 paragraphs in length.*

The last portion of the course focuses on your group project. The groups for this project can be 2-3 in size, and they must be formed voluntarily. *Your grade on this project will be a collective grade* ~ meaning everyone will receive the same grade. This project will occur in two stages ~ an initial descriptive overview of the concepts you want to study and what your hypotheses are, with descriptive statistics, presented in class as a group, followed by a full research report handed in the last day of class, including the data analysis you propose and the discussion of those results. The group project should be 10-15 pages of text, with tables additional to that total.

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 presentation	20%
2. Assigned posted questions on readings (2)	10%
3. Analytical Biography <i>or</i> 4 additional posted questions	30%
4. Group research presentation: hypotheses and descriptive stats	15%
5. Group research project: Final report	25%

Class Schedule

<i>Date</i>	<i>Class</i>	<i>Sources: Section / Readings</i>
January 5	Introduction Overview: The Life Course Perspective	
January 12	Overview: The Life Course and Mental Health <i>Concepts and Themes</i>	1. Elder et al. 1. Dannefer 1. Moen
January 19	Overview: Interpreting Results in Articles Class presentations: discussion of readings <i>Basic Patterns</i>	2. Mirowsky and Ross 2. Mirowsky and Schieman.
January 26	Class presentations: discussion of readings:	3. Shanahan 3. Wheaton and Gotlib

<i>Date</i>	<i>Class</i>	<i>Sources: Section / Readings</i>
February 2	Review of Basic Statistical Concepts Class presentations: discussion of readings: <i>Long View of Lives</i>	4. Elder and Liker 4. Turner, Wheaton, Lloyd 4. Cherlin et al
February 9	Class Data Sets Intro to SAS University Edition; Running Template Programs Class presentations: discussion of readings: <i>Selection and Causation</i>	5. Warren 5. McLeod and Pavalko 5. McLeod and Fettes
February 23	Discussion of Group Projects Class presentations: discussion of readings <i>DUE: Analytical Biography (7 pp.)</i> <i>Cumulative Adversity</i>	6. Pudrovska 2014 6. Umberson et al. 6. Schilling
March 2	Discussion: Issues in Data Analysis Class presentations: discussion of readings: <i>Adversity and Resilience</i>	6. Goosby 6. Masten 6. Janoff-Bulman and Wortman
March 9	<i>Presentation of Group Projects I</i>	
March 16	<i>Presentation of Group Projects II</i> Class presentations, readings: <i>Social Contexts in Life History</i>	7. Wheaton and Clarke 7. Wheaton and Young 7. Levecque
March 23	Questions re Group Projects Class presentations, readings: <i>Later Life</i>	8. Yang 8. Pudrovska et al 8. Wethington
March 30	<i>DUE: Group Research Report Phase 2</i> Class presentation, readings: <i>Traumatic Events</i>	9. Macmillan 9. Turner et al 9. Brown et al

Reading

The reading list attached includes targeted reading for each week as well as a larger list for reference purposes and to help with your research. It is a good idea to ground your research in

something you read in these sources. The readings that could be considered each week are highlighted, but other readings in each section can be exchanged with these readings, depending on student interest. All required readings will be posted on Blackboard. Your comments and questions about readings will also be posted on Blackboard.

Data and Statistical Software

You will be analyzing one of two specialized data sets: either the National Survey of Families and Households (NSFH), which is a national U.S. sample interviewed three times between 1987 and 2002, or the Toronto Study of Intact Families, conducted between 1992-1996. The NSFH contains a rich array of life history information in a large national sample aged 18-87 in 1987 followed over a significant portion of their adult lives. The Toronto Study of Intact Families is a one-time interview study of 888 families in Toronto, including the mother, father, and a 9-16 year old child in each family. This study includes life history information for the parents.

You will be using SAS University Edition to analyze your research question. This software is free, ***but it must be installed on a 64-bit computer, whether a Mac or a PC.*** This means that at least one member of each group should have a computer of this type. Instructions for installing SAS UE will be reviewed in class, but I will be posting the instructions in the early weeks of the class.

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 three days of the due date, and on an 80% basis if submitted up to 7 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 before they present – but this is your choice. I will also be meeting with groups to discuss their research projects.

Reading List

NOTE: Highlighted readings are the primary readings to be selected for presentations. Not all readings highlighted will be included. A selection of readings will be made from week to week.

1. Concepts and Themes

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.

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.

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.

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.

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.

Heinz, Walter R. and Helga Kruger. 2001. Life course: innovations and challenges for social research. *Current Sociology* 49(2):29-45.

Graham, Hilary. 2002. Building an inter-disciplinary science of health inequalities: the example of lifecourse research. *Social Science and Medicine* 55: 2005-2016.

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

George, Linda. 1999. "Life Course Perspectives on Mental Health." Pp. 565-585 in C. S. Aneshensel and J.C. Phelan, (eds.), *Handbook of the Sociology of Mental Health*. Dordrecht, Netherlands: Kluwer Academic Publishers.

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.

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

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.

2. Basic Patterns

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.

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.

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.

Schnittker, Jason. 2010. "Gene-Environment Correlations in the Stress-Depression Relationship." *Journal of Health and Social Behavior* 51:229-243.

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.

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

Shanahan, Michael. 2000. "Pathways to Adulthood in Changing Societies: Variability and Mechanisms in a Life Course Perspective." *Annual Review of Sociology* 26: 667-692.

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.

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.

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.

Kandel, Denise B., et al., 1986. "The consequences for young adulthood of adolescent drug involvement: an overview." *Archives of General Psychiatry*.

Turner, H., Finkelhor, D., & Ormrod, R. (2006). The effect of lifetime victimization on the mental health of children and adolescents. *Social Science & Medicine*, 62(1), 13-27. doi: 10.1016/j.socscimed.2005.05.030

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.

4. The Long View of Lives

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.

Turner, Jay R., Blair Wheaton, and Donald A. Lloyd. (1995). "The Epidemiology of Social Stress." *American Sociological Review* 68:223-250

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.

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.*

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.*

- 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, .*
- Crosnoe, Robert, and Glen H. Elder Jr. 2004. "From Childhood to the Later Years: Pathways of Human Development." *Research on Aging* 26: 623-654.
- Mirowsky, John and Catherine E. Ross. 1999. "Economic hardship across the life course." *American Sociological Review* 64(4):548-569.
- Shanahan, Michael, and Ross Macmillan. 2008. *Biography and the Sociological Imagination*. New York: Norton.
- 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
- 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
- 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.
- Miech, R., & Shanahan, M. (2000). Socioeconomic status and depression over the life course. *Journal of Health and Social Behavior*, 41(2), 162-76. doi: 10.2307/2676303
- 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
- Macmillan, Ross. 2001. "Violence and the Life Course: Consequences of Victimization for Personal and Social Development." *Annual Review of Sociology* 27: 1-22.
- Markus Schafer, et al., 2011. "Children of Misfortune: Early Adversity and Cumulative Inequality in Perceived Life Trajectories." *American Journal of Sociology*
- 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.

5. *Selection and Causation*

Warren, J. R. (2009). Socioeconomic status and health across the life course: A test of the social causation and health selection hypotheses. *Social Forces*, 87(4), 2125-2153.

McLeod, Jane D., and Eliza Pavalko. 2008. "From Selection Effects to Reciprocal Processes: What Does Attention to the Life Course Offer?" *Stress Processes across the Life Course: Advances in Life Course Research*, Volume 13, 75-104

McLeod, J., & Fettes, D. (2007). Trajectories of Failure: The Educational Careers of Children with Mental Health Problems. *American Journal of Sociology*, 113(3), 653-701. doi: 10.1086/521849

Hatch, S., & Wadsworth, M. (2008). Does Adolescent Affect Impact Adult Social Integration? Evidence from the British 1946 Birth Cohort. *Sociology*, 42(1), 155-77. doi: 10.1177/0038038507087358

Palloni, A. (2006). Reproducing Inequalities: Luck, Wallets, and the Enduring Effects of Childhood Health. *Demography*, 43(4), 587-615. doi: 10.1353/dem.2006.0036.

6. *Cumulative Adversity and Resilience*

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.

Tetyana Pudrovska. 2014. "Gender and Reinforcing Association between Socioeconomic Disadvantage and Body Mass over the Life Course." *Journal of Health and Social Behavior* 55: 283-301.

Debra Umberson, 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.

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.

Bridget J. Goosby. 2013. "Early Life Course Pathways of Adult Depression and Chronic Pain." *Journal of Health and Social Behavior* 54: 75-91.

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.

- Masten, Patricia. 2011. "Resilience in Children Threatened by Extreme Adversity: Frameworks for Research, Practice, and Translational Synergy." *Development and Psychopathology* 23: 493-506.
- Janoff-Bulman, R. and C.B. Wortman. "Attributions of blame and coping in the 'real world': Severe accident victims react to their lot" *Journal of Personality and Social Psychology* 15, #5 (1977): 351-363.
- Forehand, Rex. 1992. "Parental divorce and adolescent maladjustment: scientific inquiry vs. public information." *Behavior Research and Therapy* 30 (July): 319-327.
- 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.*
- 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.*
- Wickrama, K.A.S., Rand D. Conger, and W. Todd Abraham. 2005. Early Adversity and Later Health: The Intergenerational Transmission of Adversity Through Mental Disorder and Physical Illness. *Journals of Gerontology: Series B 60B (Special Issue II): 125-129.*
- Garmezy, N. 1983. "Stressors of childhood." In N. Garmezy & M. Rutter (eds.), *Stress, Coping, and Development in Children*. New York: McGraw-Hill .
- McLeod, Jane D. and Michael J. Shanahan. 1993. "Poverty, parenting, and children's mental health." *American Sociological Review* 58: 351-366
- Wheaton, Blair, and Patricia Roszell. 1993. "Early adversity and later life: the mental health costs and benefits of childhood traumatic experience." Paper presented at the Society for the Study of Social Problems Meetings 1991.
- 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, .*
- 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.
- Garmezy, N. 1993. "Children in poverty: resilience despite risk." *Psychiatry* 56: 127-136.
- Amato, Paul R., and Bruce Keith. 1991. "Parental divorce and the well-being of children: a meta-analysis." *Psychological Bulletin* 110: 26-46.
- 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

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

7. Social Contexts and Life History

Levecque, K., Van Rossem, R., De Boyser, K., Van, d. V., & Bracke, P. (2011). Economic hardship and depression across the life course: The impact of welfare state regimes. *Journal of Health and Social Behavior*, 52(2), 262-262-276. doi:10.1177/0022146510394861

Wheaton, Blair. 1990. "Life transitions, role histories, and mental health." *American Sociological Review* 55: 209-224.

Blair Wheaton and Marisa Young. 2014. Using The Residential Life History Profile to Study Health and Mental Health in Midlife . Presented at the American Sociological Association Meetings in San Francisco. August 16-19, 2014.

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.

Philippa Clarke et al. 2013. "Cumulative Exposure to Neighborhood Context: Consequences for Health Transitions over the Life Course. *Research on Aging* 36: 115-135.

Melissa H. Milkie. and Catherine H. Warner. 2011. "Classroom Learning Environments and the Mental Health of First Grade Children." *Journal of Health and Social Behavior* 52: 4-22.

Clarke, Philippa and Blair Wheaton. 2005. "Mapping Social Context on Mental Health Trajectories through Adulthood." *Advances in Life Course Research* 9:269-301.

8. Mid to Later Life

Yang, Y. (2007). Is Old Age Depressing? Growth Trajectories and Cohort Variations in Late-Life Depression. *Journal of Health and Social Behavior*, 48(1), 16-32.

Pudrovska, Tetyana, Scott Schieman, Leonard I. Pearlin, and Kim Nguyen. 2005. "The Sense of Mastery as a Mediator and Moderator in the Association between Economic Hardship and Health in Late Life." *Journal of Aging and Health*: 634-660.

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.

Pearlin, Leonard I., Nguyen, Kim B., Schieman, Scott, Milkie, Melissa A. 2007. "The Life-Course Origins of Mastery among Older People" *Journal of Health and Social Behavior*; Jun 2007; 48:164-179.

Thomas, Patricia. 2011. "Trajectories of Social Engagement and Limitations in Later Life." *Journal of Health and Social Behavior* 52: 430-444.

9. Traumatic Events

Macmillan, Ross. 2001. "Violence and the Life Course: Consequences of Victimization for Personal and Social Development." *Annual Review of Sociology* 27: 1-22.

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.

Jocelyn Brown, 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.

Elder, Glen H., and E.C. Clipp. 1989. "Combat experience and emotional health: impairment and resilience in later life." *Journal of Personality* 57, June: 311-341.

Browne, Angela and David Finkelhor. 1986. "Impact of child sexual abuse: a review of the research." *Psychological Bulletin* 99: 66-77

Laufer, Robert S., et al., 1984. "War stress and trauma: the Vietnam Veteran experience." *Journal of Health and Social Behavior* 25: 65-85.

Terr, Lenore C. 1991. "Childhood traumas: an outline and overview." *American Journal of Psychiatry* 148 (Jan.): 10-20.

Turner, R. Jay., and Donald A. Lloyd. 1994. "Lifetime traumas and mental health: the significance of cumulative adversity." Presented at the 5th International Conference on Social Stress, Honolulu, May, 1994.

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., and William Magee. 1994. "Childhood Family Violence and Adult Recurrent Depression." *Journal of Health and Social Behavior* 35: 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 LivesStudy). *Journals of Gerontology: Series B* 60B (Special Issue II): 15-26.

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.

Greenfield, E., & Marks, N. (2009). Violence from parents in childhood and obesity in adulthood: Using food in response to stress as a mediator of risk. *Social Science & Medicine*, 68(5), 791-8. doi: 10.1016/j.socscimed.2008.12.004