

Sociology 488H1S
Winter, 2017
Mental Health Over the Life Course

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

Time: **Thursday 12-2**

Place: **SS2114**

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 in these points:

- 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.
- Development of skills in analyzing a biography from a structured perspective.

In this course, your work will include a presentation in class with another student, on 1-3 readings on one chosen topic, two posted comment on chosen readings in two different weeks, a research proposal due March 9th, and ***EITHER*** a 10-15 page paper using the life course perspective to analyze the biography of someone you know, emphasizing the trajectories of mental health throughout life, ***OR*** a group research-based paper with findings that follows up the research proposal. If you choose the biography option, you will not follow through with the research proposal due March 9th. Instead, you will write the biography paper for March 30th. Proposals due on March 9th should be done as a 2 person group, but the biography will be written individually.

In this course, you will use an online source to guide your research proposal, using one of three data sources described later that are particularly amenable to life course research questions. This proposal will have three main sections: a review of the readings and literature in the course that lead to the research question you have, reasoning supporting the need for further research, and a statement of hypotheses and methods used to assess those hypotheses. This paper should be

10-12 pages in length double-spaced. All work at this point will be done in pairs, *with a collective grade*.

The research paper will be an extension of this research proposal, by adding the findings from an analysis of data that assesses your hypotheses. It should be in total 22-24 pages in length, including the proposal. The groups for this group research paper will be in pairs, and they must be formed voluntarily. *Your grade on this project will again be a collective grade.*

The biography will be a broader consideration of life course explanations of mental health status over life stages from childhood to the present. You will use course concepts and research to inform an explanation of the mental health trajectories of someone you know, from childhood to the present. This must be done anonymously, and based on current knowledge. With permission, you *can* use someone in a published biography, if you prefer. This paper should be about 12 pages total. *This is an individual project, and is not done in pairs.*

In the class presentation you and your partner will review some the existing research or theory in this area, based on one to three readings you choose to discuss.

Posted comments are done individually, and should focus on a critical evaluation of an assigned article or reading, but also arguing its strengths where appropriate. You will be encouraged to suggest other research which could be conducted to resolve or address issues you raise about the reading.

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 a research-based paper, as well as the use of online data sources and how to extract data from those sources.

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 Wednesday night before class.*

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. Class attendance | |
| 10% | |
| 3. Assigned posted questions on readings (2) | 20% |

4. Research proposal and presentation (DUE: March 9th) 20%
5. Analytical Biography or Group Research Paper (DUE: March 30th) 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.

Class Schedule

<i>Date</i>	<i>Class</i>	<i>Sources: Section / Readings</i>
January 5	<i>Overview (slides):</i> The Life Course Perspective	
January 12	<i>Overview (slides):</i> The Sociology of Mental Health <i>Choose a partner; sign up for presentations</i>	<i>Concepts and Themes</i>
January 19	<i>Overview (slides):</i> Reading and Interpreting Articles Class presentations: discussion of readings <i>Slides: Age vs. Cohort vs. Period</i>	<i>Basic Patterns: Age, Period, Cohort.</i>
January 26	Class presentations: discussion of readings:	<i>Trajectories, Transitions and Turning Points</i> <i>AND/OR:</i> <i>Cumulative Disadvantage and Cumulative Advantage</i>
February 2	<i>Review of Basic Concepts for Research Proposal and Research Paper</i> Class presentations: discussion of readings:	<i>Cumulative Disadvantage and Cumulative Advantage</i> <i>AND/OR:</i> <i>Childhood Adversity and Later Life</i>
February 9	<i>Class Data Sets</i> <i>Downloading Data from Online Sources</i> <i>Intro to SAS; Running Template Programs</i> Class presentations: discussion of readings:	<i>Childhood Adversity and Later Life</i>
February 16	<i>Discussion of Research Proposal and Group Research Projects</i> Class presentations: discussion of readings	<i>Selection and Causation</i>
February 23	<i>Reading Week</i>	

<i>Date</i>	<i>Class</i>	<i>Sources: Section / Readings</i>
March 2	Class presentations: discussion of readings	<i>Social Contexts and Life History</i>
March 9	<i>Presentation of Group Project Paper: Literature, Hypotheses, and Methods</i>	
March 16	<i>Presentation of Proposal for a Research Paper (Proposal only, written Biography due March 30)</i>	
March 23	Questions re Final Paper or Group Projects; Issues in Data Analysis Class presentations: discussion of readings	<i>Cumulative Stress Through the Life Course</i>
March 30	<i>DUE: Group Research Report or Analytical Biography Final Version</i> Class presentations: discussion of readings	<i>The Debate About Later Life</i>

Road Map for the Course

This table simplifies the schedule down to important dates you need to be aware of:

<i>Date</i>	<i>Class</i>
January 12	<i>You should look ahead and reserve a topic. Access articles online to figure out what you are interested in. I will make suggestions. You will choose or be assigned a partner at this class.</i>
February 2	<i>This class will review the concepts you need to use to do the research proposal.</i>
February 9	<i>This class will continue to review concepts and methods you need to do the research proposal. This will include a presentation on using online data sources for the PSID or NLSY. This class will also introduce you to the use of SAS for those actually writing a research paper beyond the proposal. You will be given sample template programs you can run to do your data analysis for the paper.</i>
February 16	<i>You will be asked to give a short overview of what you are doing for your research proposal. This is an opportunity to ask questions about the proposal.</i>
March 9	<i>DUE DATE FOR RESEARCH PROPOSAL. Groups that will be going on to do the research paper with findings will present today. Your proposal will include a review of the literature, hypotheses, and proposed methods for testing hypotheses.</i>
March 16	<i>Groups that will be going on to write analytical biographies individually will</i>

	<i>present today. The proposal will cover the same issues as for groups going on to write the research paper.</i>
March 23	<i>You should bring questions you have about your project or paper to class, and also set up appointments with me to discuss your final paper.</i>
March 30	<i>DUE: Group Research Paper or Analytical Biography Final Version</i>

Reading

The reading list includes both 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, but you may also use outside 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

There are three available data sets you can use for a group research project. Each data set includes long-term information on life histories in some form.

1. ***The National Survey of Families and Households (NSFH)***, a national U.S. sample interviewed three times between 1987 and 2002. 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. It is one of the most widely used data sets in the last two decades
2. ***The National Longitudinal Survey of Youth (NLSY79)***, a national survey in the U.S. of persons born between 1957-1964, started in 1979, when they were 14-22, and followed up every second year through 2012, when subjects were 47 to 55. Mental health measures were administered after age 40. You can also use the ***NLSY97***, a separate study of persons born between 1980 and 1984. Respondents were 12 to 18 at first interview, and were 28 to 34 at the 2014 follow-up.
3. ***The Panel Study of Income Dynamics (PSID)***, also a national survey beginning in 1968 with a nationally representative sample of over 18,000 individuals living in 5,000 families in the United States. This sample has been followed through 2013. Mental health measures were administered after the 2001 wave.

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.*** This means that at least one member of each group should have a computer of this type. 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.

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 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. We will discuss 2-3 readings from each topic. Not all readings highlighted will be included.

Other readings are listed mainly for reference, if you are writing a paper. You can also use them to augment your presentation.

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.

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.

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.

Elder, Glen H., Jr., 1994. "Time, Human Agency, and Social Change: Perspectives on the Life Course." *Social Psychology Quarterly* 57:4-15

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.

Shanahan, Michael, and Ross Macmillan. 2008. *Biography and the Sociological Imagination*. New York: Norton.

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.

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. 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

2. Basic Patterns

- 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, 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.
- 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.

- 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.
- 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

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

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.

Crosnoe, Robert, and Glen H. Elder Jr. 2004. "From Childhood to the Later Years: Pathways of Human Development." *Research on Aging* 26: 623-654.

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

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.

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.

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.

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.

- 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
- 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.
- 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.
- 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.*
- 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

5. Childhood Adversity and 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.
- 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.
- 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.
- 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.

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.

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.

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.

Fothergill, Kate. 2016. "Pathways from Early Childhood Adversity to Later Drug Use and Psychological Distress: A Prospective Study of a Cohort of African Americans." *Journal of Health and Social Behavior* 57: 223-239.

Ttofi, Maria, David P. Farrington, Friedrich Losel, and Rolf Loeber. 2011. " Do the victims of school bullies tend to become depressed later in life? A systematic review and meta-analysis of longitudinal studies." *Journal of Agression, Conflict, and Peace Research* 3: 63-73.

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.*

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, .*

- 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
- 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.
- Terr, Lenore C. 1991. "Childhood traumas: an outline and overview." *American Journal of Psychiatry* 148 (Jan.): 10-20.
- 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.
- 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
- 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.
- Masten, Patricia. 2011. "Resilience in Children Threatened by Extreme Adversity: Frameworks for Research, Practice, and Translational Synergy." *Development and Psychopathology* 23: 493-506.
- 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
- 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.
- Rutter, Michael. 2012. "Resilience as a Dynamic Concept." *Development and Psychopathology* 24: 335-344.
- 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.
- Kimmel, Daniel. 2014. "Effects of Adolescent Violent Victimization on Adult Depression: Testing Heterogeneity for Men and Women. *Society and Mental Health* 4: 179-196.

6. 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

Goodman, Alissa. 2011. "The long shadow cast by childhood physical and mental problems on adult life." *PNAS* 108:6032-6037.

Smith, J. P., & Smith, G. C. (2010). Long-term economic costs of psychological problems during childhood. *Social science & medicine* (1982), 71(1), 110-5.

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.

Volkow, Noira D., Ruben D. Baler, Wilson M. Compton, and Susan R.B. Weiss. 2014. "Adverse Health Effects of Marijuana Use." *The New England Journal of Medicine* 370: 2219-2227.

7. Cumulative Stress and Adversity Through the Life Course

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

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.

Turner, R. Jay. 2013. "Understanding Health Disparities: The Relevance of the Stress Process Model." *Society and Mental Health* 3: 170-186.

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.

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

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.

Turner, R. Jay, and Donald Lloyd. 1995. "Lifetime Traumas and Mental Health: The Significance of Cumulative Adversity." *Journal of Health and Social Behavior* 36, #4: 360-376.

Mirowsky, John and Catherine E. Ross. 1999. "Economic hardship across the life course." *American Sociological Review* 64(4):548-569.

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

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.

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.

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.

8. 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.

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.

9. The Debate about 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.

Bierman, Alex. 2014. "Reconsidering the Relationship between Age and Financial Strain among Older Adults." *Society and Mental Health* 4: 197-214.

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.

Ong, Anthony D., C. S. Bergeman, Toni L. Bisconti, and Kimberly A. Wallace. 2006. "Psychological Resilience, Positive Emotions, and Successful Adaptation to Stress in Later Life". *Journal of Personality and Social Psychology* 91: 730-749.

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.