

Sociology 494H1F
Fall, 2012
Mental Health Over the Life Course

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

Time: *Thursday, 2-4*

Place: *UC 376*

This course is a fourth year seminar focusing on the impact and 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, such as:

- A follow-up course to a general survey course in mental health with a more intensive focus on one perspective that has had a major impact on the current study of mental health in social science.
- 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 assessment of evidence and the specification of ideas in actual analyses of data
- Understanding the “long view” of lives and connecting experience and exposures across life stages.

In this course, your work will focus on a sequence of issues ~ assessment of a current issue defined by the life course perspective, proposal of research to resolve or clarify an issue existing in this literature, and the conduct of simple research via analyses of given data on the life course of 4,600 individuals over a period of fifteen years. You will review some research critically, and you will have the opportunity to analyze a biography using the life course perspective.

Note that 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 on the next page describes the focus of each week as well as the required work. This work will include: a presentation, worth 20% of the total grade, on a specific reading; weekly posted questions about readings for class and research proposals, worth 10%, a 5-7 page analysis of a biography, using course concepts to explain the mental health trajectory from early to later life of someone you know, or have read about in a published biography, and focusing on one or two ideas from the course only, double-spaced, 12 point font, worth 30% of the final grade, and a research report of a research question *conducted as a group, first proposed by one of the*

members. The last portion of the work is a group project; these groups can be 2-4 in size, and must be formed voluntarily. Your grade on this project will be a collective grade -- 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, followed by a full research report handed in the last day of 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. Assigned posted questions on readings (2-3) | 10% |
| 3. Class participation questions | 10% |
| 4. Analytical Biography | 30% |
| 5. Group research report | 30% |

Class Schedule

<i>Date</i>	<i>Class</i>	<i>Sources: Section / Readings</i>
September 13	Introduction Overview: Life Course Perspective	
September 20	Overview: Sociology of Mental Health I <i>Concepts and Themes</i>	1. Elder et al. 1. Wheaton and Gotlib 1. Moen
September 27	Overview: Sociology of Mental Health II <i>Concepts and Themes, Basic Relationships</i>	1. Kuh 2. Mirowsky and Ross 2. Schieman et al.
October 4	Class presentations: discussion of readings: <i>Long View of Lives</i>	3. Elder and Liker 3. Turner et al 3. Crosnoe and Elder
October 11	<i>Lab on Computer Access to SAS OnDemand</i> Class presentations: discussion of readings: <i>Selection vs. Causation</i>	4. Warren 4. McLeod and Pavalko
October 18	<i>Review of Basic Statistical Concepts</i> Class presentations: discussion of readings:	5. Shanahan 5. Sutin et al (both)

	<i>Trajectories and Turning Points</i>	
October 25	Lab on Running Programs Online Discussion of Group Projects <i>DUE: Analytical Biography (5 pp.)</i>	

November 1	<p><i>Discussion: Issues in Data Analysis</i></p> <p>Class presentations: discussion of readings:</p> <p><i>Duration, Timing, Sequences</i></p>	<p>6. Jackson</p> <p>6. Wheaton and Reid</p>
November 8	<p><i>Questions re Group Projects</i></p> <p>Class presentations, readings:</p> <p><i>Adversity and Resilience</i></p>	<p>7. Anthony</p> <p>7. Felsman and Vaillant</p>
November 15	<p><i>Questions re Group Projects</i></p> <p>Class presentations, readings:</p> <p><i>Adversity and Resilience</i></p> <p><i>Social Contexts</i></p>	<p>7. Janoff-Bulman and Wortman</p> <p>8. Wheaton and Clarke</p>
November 22	<p><i>Questions re Group Projects</i></p> <p>Class presentations, readings:</p> <p><i>Later Life</i></p>	<p>9. Yang</p> <p>9. Pudrovska et al</p>
November 29	<p><i>DUE: Group Research Report</i></p> <p>Class presentation, readings:</p> <p><i>Traumatic Events</i></p>	<p>10. Macmillan</p>

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 to be considered each week are highlighted. Other readings are supplementary. 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 a specialized data set from the National Survey of Families and Households, which is a national U.S. sample interviewed three times between 1987 and 2002. This data set 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.

You will be using SAS v 9.3 to analyze your research question. This will be accessed online using SAS OnDemand. Instructions for installing and accessing SAS OnDemand will be included in class. This software is free to students in this class.

Student Accommodations

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

Medical Issues: Please note that requests for medically based exemptions for the assignment deadline must be accompanied by a U. of T. medical form, signed in legible handwriting and completely filled out with address and CPSO registration number. The original form must be given to me in person, within 7 business days, with the opportunity for me to make a Xerox copy.

Forms that are scanned or Xeroxed will not be accepted. The U. of T medical form is available from www.healthservice.utoronto.ca/pdfs/medcert.htm

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 office hours. Instead, you can phone the number on the first page and arrange an appointment at any time, or email me to set up an appointment.

Reading List

NOTE: Highlighted readings are assigned

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

- Mirowsky, John, and Catherine Ross. 1992. "Age and Depression." *Journal of Health and Social Behavior*. 33, #3: 187- 206.
- 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.
- 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, 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.
- 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.
- 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. *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

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

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, .*

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.

4. 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
- 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.
- 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

5. 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.
- Sutin, Angelina R., Paul Costa, Elaine Wethington, and William Eaton. 2010. "Turning Points and Lessons Learned: Stressful Life Events and Personality Trait Development Across Middle Adulthood" *Psychology and Aging* 25: 524-533.
- Sutin, Angelina R., Paul Costa, Elaine Wethington, and William Eaton. 2010. "Perceptions of stressful life events as turning points are associated with self-rated health and psychological distress" *Anxiety, Stress, and Coping* 23: 479-492.

- 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.

6. Duration, Timing, and Sequencing

- Jackson, P. (2004). Role Sequencing: Does Order Matter for Mental Health?. *Journal of Health and Social Behavior*, 45(2), 132-54.
- 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.
- Kandel, D., Yamaguchi, K., Chen, K. 1992. "Stages of progression in drug involvement from adolescence to adulthood: further evidence for the gateway theory." *JN of Studies on Alcohol*. 53,447-457.
- 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.
- Shanahan, Michael. 2000. "Pathways to Adulthood in Changing Societies: Variability and Mechanisms in a Life Course Perspective." *Annual Review of Sociology*26: 667-692.

7. Adversity and Resilience

- Anthony, E. James. 1987 "Risk, vulnerability and resilience: an overview." I in E. Anthony & B. Cohler (eds.), *The Invulnerable Child*. New York: Guilford,. Retrieval at: http://books.google.ca/books?id=tp4NKEfh5pcC&pg=PR4&lpg=PR4&dq=anthony,+james+the+invulnerable+child&source=bl&ots=sb_ytr3XbT&sig=lOnL20H2nZR-GPuhOnIdapYWePM&hl=en#v=onepage&q=anthony%20james%20the%20invulnerable%20child&f=false

Felsman, J. Kirk, and George E. Vaillant. 1987. "Resilient Children as Adults: A 40 Year Study. Pp.289-314 in in E. Anthony & B. Cohler (eds.), *The Invulnerable Child*. New York: Guilford Press.

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.

Masten, Patricia. 2011. "Resilience in Children Threatened by Extreme Adversity: Frameworks for Research, Practice, and Translational Synergy." *Development and Psychopathology* 23: 493-506.

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.

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.

- Garnezy, 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

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

9. 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.

10. 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.

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 Lives Study). *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