

**Sociology 488H1F**  
**Fall, 2017**  
**Mental Health Over the Life Course**

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*Time: Tuesday 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. Most generally, this is a follow-up course to a general survey course in mental health with a more intensive focus on one major perspective – the life course. This perspective encourages you to take the “long view” of lives by connecting experience and exposures across life stages, with an emphasis on the connections between childhood experience and adult life.

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

***Required Work***

Your work in this class will have three different components:

1. You will individually present in one class on 1-3 scheduled readings from one chosen topic in the course. Your presentation should focus on a analytical appraisal of the readings, rather than a simple description. This means arguing significant strengths, weaknesses, and directions in future research suggested by the reading
2. You will submit two posted comment on chosen readings in two different weeks. This will be done on Blackboard the day before a reading is presented, so that the presenter may see and incorporate your comments and questions in the presentation. 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. Posted comments are due online the day before the scheduled class, ***before 12 noon on the Monday before class.***

3. We will develop a research paper collectively, as a class, in five segments: 1) development of a research question based on the existing literature; 2) design of an analysis using real data from the Panel Study of Income Dynamics; 3) write up of the methods, measurement, and analytical strategies to be used in this paper; 4) conducting an analysis to address the research questions; and 5) write-up of the results and a discussion of the results. ***You will contribute to one of the phases of this research paper as a member of a group of three, voluntarily formed.*** Grades will be assigned to all members of groups equally.

You will use an online source at the Panel Study of Income Dynamics (PSID) web site to guide the class proposal and paper. One of three general research topics can be used to provide the foundation of this paper: 1) the effect of early life adversity on later mental health; 2) the impact of cumulative advantage / disadvantage on mental health adulthood; or 3) the inter-generational transmission of inequality and its effect on mental health in later life. We will review the research questions, methods, types of analysis, and use of the web site in class, in the early weeks of the class.

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

### *Early Weeks*

In the early weeks I will provide some overview of the life course perspective and the sociology of mental health, as a quick orientation to these areas. We will also consider methods you can use to analyze data for the research paper, as well as the use of the PSID data.

### *Schedule*

The schedule starting on the next page describes the focus of each week as well as the required work.

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

### ***Prerequisites***

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

### ***Required Work***

1. Class presentation 30%
2. Class attendance  
10%

3. Assigned posted comments / questions on readings (2 x 15%) 30%
4. Contribution to Class Project (class presentation and /or written portion) 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.

In order to fulfill requirement of the Faculty of Arts and Science, you must submit at least one component of required work before October 31<sup>st</sup>, so that a partial term grade may be returned to you by that date. If you *either* do Phase 1 or Phase 2 of the class project *or* you choose to do your class presentation before that date, this will be automatic. Otherwise, however, you will have to submit at least one posted comment on a reading before that date.

***NB: Please note: We will only allow a total of three posted comments per reading from week to week. If you try to post a fourth comment, it will not be considered as partial fulfillment of the requirements of the course.***

### ***Class Schedule***

<i>Date</i>	<i>Class</i>	<i>Sources: Section / Readings</i>
Sept 12	<p><i>Overview (slides):</i> The Life Course Perspective The Sociology of Mental Health</p> <p><i>Assignment: Choose and read an article that may serve as the starting point for the class project.</i></p>	<i>Concepts and Themes</i>
Sept 19	<p><i>Overview (slides):</i> Reading and Interpreting Articles The Class Project Using the PSID Web Site</p> <p><i>Choose a group for class project.</i></p>	
Sept 26	<p><i>Overview (slides):</i> Statistical Analysis for the Class Project</p> <p>Class presentations: discussion of readings</p>	<i>Basic Patterns</i>
Oct 3	<p><b><i>Due: Project Phase 1: Presentation of Research Question and Literature Review.</i></b></p> <p>Class presentations: discussion of readings</p>	<i>Age and Cohort Effects:</i>
Oct. 10	Class presentations: discussion of readings	<i>Trajectories, Transitions and Turning Points</i>
Oct. 17	<i>Slides:</i>	

	Using the PSID Web Site. Intro to SAS; Running Template Programs	
Oct. 24	<i>Due: Phase 2: Description of Data, Variables, Design of Analysis</i>  Class presentations: discussion of readings	<i>Cumulative Disadvantage and Cumulative Advantage:</i>
Oct. 31	<i>Reading Week</i>	
Nov. 7	<i>Due: Phase 3: Write-up of Data and Methods Section of Paper (5-6 pages)</i>  Class presentations: discussion of readings	<i>Childhood Adversity and Later Life</i>
Nov. 14	Class presentations: discussion of readings	<i>Selection and Causation:</i>
Nov. 21	<i>DUE: Phase 4: Report of Data Analysis to Address Research Questions</i>  Class presentations: discussion of readings	<i>Social Contexts and Life History</i>
Nov. 28	Class presentations: discussion of readings	<i>Cumulative Stress Through the Life Course:</i>
Dec. 5	<i>DUE: Phase 5: Write-up of Results and Discussion (8-10 pages)</i>  Class presentations: discussion of readings	<i>The Debate About Later Life</i>

### **Reading**

This course shifts the emphasis in required work from reading about to doing research. ***Please note: The attached readings are a list from which we will select 12-15 readings to discuss over the semester.***

The course reading can be supplemented by other reading when you do your presentation, using the attached reference reading list for suggestions. In addition, this reference list is a good starting point for developing a research question for the class project.

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***

In this course we will use 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, so we do have mental health measures in mid to later adulthood. Classes will include discussion of how to use the PSID web site to find variables, and download data.

This class has free access to the latest version of SAS software. This software ***must be installed on a 64-bit computer, whether a Mac or a PC. If you have a Mac, you must install Parallels or Boot Camp, to run Windows.*** Instructions for installing SAS 9.4 will be reviewed in class, but I will be posting the instructions in the early weeks of the class.

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

### ***Student Accommodation***

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

### ***Missed Deadlines***

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

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

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

Late work will be graded on a 90% basis if it is within five days of the due date, and on an 80% basis if submitted up to ten days after the due date. Work will not 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: We will discuss 1-3 readings from each topic. Readings will be chosen by presenters. Not all readings on this list will be included.***

***Reference readings are listed after the main reading list mainly for use in research, the class project, and presentations (if desired).***

### *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*, 2<sup>nd</sup> Ed. Dordrecht, Netherlands: Kluwer Academic Publishers.
- Pearlin, Leonard I., Scott Schieman, Elena M. Fazio, and Stephen C. Meersman. 2005. Stress, health, and the life course: some conceptual perspectives. *Journal of Health and Social Behavior* 46(2):205-219.
- Pearlin, L. (2010). The Life Course and the Stress Process: Some Conceptual Comparisons. *Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, 65B(2), 207-15. doi: 10.1093/geronb/gbp106.
- Seabrook, Jamie, and William R. Avison. 2012. "Socioeconomic Status and Cumulative Disadvantage Processes across the Life Course: Implications for Health Outcomes." *Canadian Review of Sociology* 49.1: 50-68.

### *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, John, and Scott Schieman. 2008. "Gender, Age, and the Trajectories and Trends of Anxiety and Anger." Pp. 19-44 in H. Turner and S. Schieman (eds.), *Stress Processes Across the Life Course*. Amsterdam: Elsevier.
- Mirowsky, J. (2013). "Depression and the Sense of Control: Aging Vectors, Trajectories, and Trends." *Journal of Health and Social Behavior*, 54(4), 407-425.

- Baird, Brendan M., Richard E. Lucas, and M. Brent Donnellan. 2010. "Life Satisfaction across the Lifespan: Findings from Two Nationally Representative Studies". *Social Indicators Research* 99: 183-203.
- Bell, Andrew. 2014. "Life-course and cohort trajectories of mental health in the UK, 1991-2008: A multilevel age-period-cohort analysis. *Social Science & Medicine* 120 (2014) 21e30
- Clarke, Philippa, Victor Marshall, James House, and Paula Lantz. 2011. "The Social Structuring of Mental Health over the Adult Life Course." *Social Forces* 89: 1287-1313.

### *3. Connections Across Lives: Trajectories, Transitions, and Turning Points*

- Rutter, Michael. 1989. "Pathways from childhood to adult life." *Journal of Child Psychology and Psychiatry* 30, #1: 23-51.
- Wheaton, Blair, and Ian Gotlib. 1997. "Trajectories and turning points over the life course: concepts and themes." Pp. 1-25 in Ian Gotlib and Blair Wheaton (eds.). *Stress and Adversity Over the Life Course: Trajectories and Turning Points*. New York: Cambridge University Press.
- Avshalom Caspi, Daryl J. Bern, and Glen H. Elder, Jr. .1989. "Continuities and Consequences of Interactional Styles Across the Life Course." *Journal of Personality* 57: 375-403.
- House, James S., Paula M. Lantz and Pamela Herd. 2005. Continuity and change in the social stratification of aging and health over the life course: evidence from a nationally representative longitudinal study from 1986 to 2001/2002 (Americans' Changing Lives Study). *Journals of Gerontology: Series B* 60B (Special Issue II): 15-26.

### *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.

## *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.

Finkelhor, David., Ormrod, R.K., and Turner, H.A. 2009. Lifetime assessment of polyvictimization in a national sample of children and youth. *Child Abuse & Neglect* 33:403-411.

Lindert, Jutta, Ondine S., von Ehrenstein ,Rachel Grashow, Gilad Gal, Elmar Braehler and Marc G. Weisskopf. 2014. "Sexual and physical abuse in childhood is associated with depression and anxiety over the life course: systematic review and meta-analysis". *International Journal of Public Health* 59: 359-372.

Clark, CharlotteTanya Caldwell, Chris PowerAnd Stephen A. Stansfeld. 2010. Does the Influence of Childhood Adversity on Psychopathology Persist Across the Life-course? A 45-Year Prospective Epidemiologic Study. *Annals of Epidemiology* 20: 385-394.

Kessler, Ronald C. Katie A. McLaughlin, Jennifer Greif Green, Michael J. Gruber, Nancy A. Sampson, Alan M. Zaslavsky, Sergio Aguilar-Gaxiola, Ali Obaid Alhamzawi, Jordi Alonso, Matthias Angermeyer, Corina Benjet, Evelyn Bromet, Somnath Chatterji, Giovanni de Girolamo, Koen Demuyttenaere, 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.

## 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.

## 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.

## 8. *Social Contexts and Life History*

- 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.

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.

## *Reference Readings*

### **1. Concepts and Themes**

- Alwin, Duane F. and Linda A. Wray. 2005. A life-span developmental perspective on social status and health. *Journals of Gerontology, Series B: 60B (Special Issue II): 7-14.*
- Elder, Glen H., Jr., 1994. "Time, Human Agency, and Social Change: Perspectives on the Life Course." *Social Psychology Quarterly 57:4 -15*
- George, Linda. 2007. "Life Course Perspectives on Social Factors and Mental Illness." Pp. 191-218 in William R. Avison, Jane D. McLeod, and Bernice Pescosolido (eds.), *Mental Health, Social Mirror*. New York: Springer.
- Giele, Janet Z. and Glenn H. Elder, Jr. 1998. Life course research: development of a field. Pp. 5-27 in Giele, J.Z. and G.H.Elder, Jr. (eds.) *Methods of Life Course Research: Qualitative and Quantitative Approaches*. Thousand Oaks, CA: Sage.
- Graham, Hilary. 2002. Building an inter-disciplinary science of health inequalities: the example of lifecourse research. *Social Science and Medicine 55: 2005-2016.*
- Heinz, Walter R. and Helga Kruger. 2001. Life course: innovations and challenges for social research. *Current Sociology 49(2):29-45.*
- Kuh, Diana, Yoav Ben-Shlomo, John Lynch, J. Hallqvist, and Chris Power. 2003. Life course epidemiology. *Journal of Epidemiology and Community Health 57:778-783.*
- Macmillan, Ross. 2005. "The Structure of the Life Course: Classic Issues and Current Controversies." Pp. 3-27 in R. Macmillan (ed.), *The Structure of the Life Course: Standardized, Individualized, Differentiated?*, *Advances in Life Course Research* vol. 9. Amsterdam: Elsevier.
- Mullan Harris, K. (2010). An integrative approach to health. *Demography, 47(1), 1-1-22.*  
doi:10.1353/dem.0.0091
- Rutter, Michael. 1989. "Pathways from childhood to adult life." *Journal of Child Psychology and Psychiatry 30, #1: 23-51.*
- Shanahan, Michael, and Ross Macmillan. 2008. *Biography and the Sociological Imagination*. New York: Norton.

### **2. Basic Patterns**

- Mirowsky, John and Catherine E. Ross. 2007. Life Course Trajectories of Perceived Control and Their Relationship to Education." *American Journal of Sociology 112: 1339-1382.*
- Mirowsky, John, and Catherine Ross. 1992. "Age and Depression." *Journal of Health and Social Behavior. 33, #3: 187- 206.*

Mirowsky, John. 1996. "Age and the Gender Gap in Depression." *Journal of Health and Social Behavior* 37: 362-380.

Ross, C. E., & Mirowsky, J. (2002). Age and the Gender Gap in the Sense of Personal Control. *Social Psychology Quarterly*, 65(2), 125. <http://doi.org/10.2307/3090097>

Schieman, S., van Gundy, K., & Taylor, J. (2001). "Status, role, and resource explanations for age differences in psychological distress." *Journal of Health and Social Behavior*, 42, 80-96.

Schieman, Scott 1999. "Age and Anger." *Journal of Health and Social Behavior* 40(3):273-289.

Umberson, Deborah, Robert Crosnoe, and Corinne Reczek. 2010. "Social Relationships and Health Behavior across the Life Course." *Annual Review of Sociology* 36: 139-157.

### ***3. Trajectories and Turning Points***

Adkins, D. E., Wang, V., Dupre, M. E., & Elder, G. H.,. (2009). Structure and stress: Trajectories of depressive symptoms across adolescence and young adulthood. *Social Forces*, 88(1), 31-31-60.

Benson, Janel, and Glen H. Elder, Jr. 2011. "Young Adult Identities and Their Pathways: A Developmental and Life Course Model". *Developmental Psychology* 47: 1646-1657.

Caspi, Avshalom, Glen H. Elder, Jr., and Daryl J. Bem. 1988. "Moving Away From the World: Life-Course Patterns of Shy Children". *Developmental Psychology* 24: 824-831.

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

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

Karen Van Gundy and Cesar J. Rebellon. 2010 "A Life-course Perspective on the "Gateway Hypothesis". *Journal of Health and Social Behavior*, 51: 244-259.

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

### ***4. Cumulative Advantage and Disadvantage***

Carr, Deborah. 2002. "Socioeconomic Background and Midlife Health in the United States." *Annual Review of Gerontology and Geriatrics*, Volume 22: Economic Outcomes in Later Life: Public Policy, Health, and Cumulative Advantage, edited by Stephen Crystal and Dennis Shea. New York: Springer Publishing Co.

Leopold, Lillya. 2016. "Cumulative Advantage in an Egalitarian Country? Socioeconomic Health Disparities over the Life Course in Sweden." *Journal of Health and Social; Behavior* 57: 257-273.

- Najman, J., Hayatbakhsh, M., & Clavarino, A. (2010). Family Poverty Over the Early Life Course and Recurrent Adolescent and Young Adult Anxiety and Depression: A Longitudinal Study. *American Journal of Public Health*, 100(9), 1719-23. doi: 10.2105/AJPH.2009.180943
- O'Rand, Angela M. and Jenifer Hamil-Luker. 2005. Processes of Cumulative Adversity: Childhood Disadvantage and Increased Risk of Heart Attack Across the Life Course. *Journals of Gerontology, Series B: 60B (Special Issue II): 117-124.*
- Quesnel-Vallée Amélie and Miles Taylor. 2012. "Socioeconomic pathways to depressive symptoms in adulthood: Evidence from the National Longitudinal Survey of Youth 1979." *Social Science and Medicine* 74: 734-743.
- Tetyana Pudrovska. 2014. "Early-Life Socioeconomic Status and Mortality at Three Life Course Stages: An Increasing Within-Cohort Inequality." *Journal of Health and Social Behavior* 55: 181-195
- Willson, Andrea E., and Kim M. Shuey. 2016. "Life Course Pathways of Economic Hardship and Mobility and Midlife Trajectories of Health." *Journal of Health and Social Behavior* 57: 407-422.
- Willson, Andrea E., Kim M. Shuey, and Glen H. Elder, Jr . 2007. "Cumulative Advantage Processes as Mechanisms of Inequality in Life Course Health" *American Journal of Sociology*, Vol. 112, pp. 1886-1924.

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

- Amato, Paul R., and Bruce Keith. 1991. "Parental divorce and the well-being of children: a meta-analysis." *Psychological Bulletin* 110: 26-46.
- Andrew J. Cherlin, P. Lindsay Chase-Lansdale and Christine McRae. 1998. "Effects of Parental Divorce on Mental Health Throughout the Life Course". *American Sociological Review*, 63:239-249.
- Anthony, E. 1987 "Children at high risk for psychosis growing up successfully." VI in E. Anthony & B. Cohler (eds.), *The Invulnerable Child*. New York: Guilford, \*
- Carr, Deborah. 2002. "Socioeconomic Background and Midlife Health in the United States." *Annual Review of Gerontology and Geriatrics, Volume 22: Economic Outcomes in Later Life: Public Policy, Health, and Cumulative Advantage*, edited by Stephen Crystal and Dennis Shea. New York: Springer Publishing Co.
- Caspi, A. (2000). The child is father of the man: personality continuities from childhood to adulthood. *Journal of Personality and Social Psychology*, 78(1), 158-72. doi: 10.1037/0022-3514.78.1.158

- Caspi, A., Elder, G., Herbener, E. 1990. "Childhood personality and the prediction of life course patterns." II in L. Robins & M. Rutter (eds.), *Straight and Devious Pathways from Childhood to Adulthood*. Cambridge: Cambridge University Press, .\*
- 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.
- 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.
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