

**SOC 286: Life Course and Health  
Course Syllabus  
Spring 2020 (4 credits)**

**Instructor:** Professor Chioun Lee  
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Office: Watkins Hall, Room 1207  
Office hours: Mondays 1:30 p.m.–3:30 p.m. and by appointment

Class Meeting Time: TBA

Location: TBA

**Course Description:** This course provides an overview of sociological theories and interdisciplinary methods for life-course approaches to health. We will discuss health outcome measurements, data analysis, study design, and sources of bias as well as substantive topics on aging and health research. This course is intended for students with a basic understanding of life-course health research who wish to gain a more in-depth review of the field.

Life-course research is interdisciplinary by nature and design. As such, readings from this emerging area of inquiry are drawn from medical sociology, sociology of aging and the life course, demography, epidemiology, psychology, and behavioral genetics.

**Learning objectives:** (1) To understand key terms, concepts, and theories related to the sociology of the life course, with a focus on health research. (2) To understand the mechanisms through which structural factors shape disparities in health across the life course. (3) To write a scholarly review of the literature surrounding an issue relating to diversity in health and aging. (4) To write an original paper that can be potentially submitted to a top journal in health research or a grant proposal that can be submitted to governmental institutes (e.g., NIH) or private foundations that sponsor scholarly research.

**Prerequisites:** Graduate standing or permission of the instructor is required. Some familiarity with quantitative research methods also is recommended.

**Course Organization and Assignments:** The course sessions will consist of lectures, discussions, a workshop, and student presentations.

Course grades will be based on five major components.

- (1) **Leading a class discussion (10%).** Each week, a student or pair of students will be responsible for leading a discussion. The student leader(s) may base the discussion on questions submitted by class participants on the assigned readings and, optionally, his/her own research interests.
- (2) **Participation in weekly discussions (10%).** This grade reflects participation in discussions and the quality of the questions submitted each week. Each week, class members will upload a memo that poses 3–4 discussion questions (fewer than 500 words) on iLearn, no later than noon on the Sunday prior to class. Students who have read materials that are not on the syllabus but that are germane to the discussion should feel free to contribute this knowledge.

- (3) **Literature Review (25%).** Students will conduct a literature review of empirical studies on a specific topic related to health and the life course. A literature review proposal accounts for 5% of your grade and the final literature review accounts for 20%. The purpose of the literature review is to gain experience organizing and summarizing results from multiple studies. More details on the requirements for the literature review will be posted on iLearn.
- (4) **Final research paper or grant proposal (50%).** The main course requirement is the preparation of a hypothesis-driven empirical paper or grant proposal. The draft of the paper/proposal will count for 5% of your grade and the final paper/proposal will count for 45%.

The final assignment should define a research question, review relevant prior studies, and either: (1) analyze suitable data, presenting findings and implications in the format of a journal article (research paper), or (2) propose a detailed strategy and justification for conducting an original research project in the format of a formal NIH grant proposal (research proposal). Students are encouraged to use this class project to develop a qualifying paper, conference paper, dissertation prospectus, or journal article. The final paper should be about 25–30 pages, double spaced, including abstract, main text, references, tables, and figures. Paper topic and methodology will be chosen in consultation with the instructor.

More details will be provided on iLearn. During the grant workshop on Week 7, an invited speaker will introduce step-by-step procedures for writing an NIH pre-doctoral grant proposal.

- (5) **Oral presentations/judging (5%).** During the final class meeting, students will: (1) give an oral presentation (about 10–15 minutes long) on their study and (2) serve as judges of the oral presentations of other students. The instructor will provide detailed guideline on judging.

**Summary of course assessments:**

Assignment	Percentage of the final grade	Due Date
Leading a class discussion	10%	By assignment
Weekly submission of discussion questions	10% (1% each)	Each week
Literature Review Proposal	5%	Week 4
Final Literature Review	20%	Week 5
Draft Paper/Proposal	5%	Week 8
Final Paper/Proposal	45%	Week 11
Presentation / Judging	5%	Week 11

**Reading Materials:**

Elder, G. H., & Giele, J. Z. (2009). *The Craft of Life Course Research*. Guilford Press.

\*Most required reading materials are accessible through links on this syllabus or on iLearn. A few readings are on reserve in the library.

**The following books may be useful resources for research on health and the life course.**

Reference books on medical sociology, sociology of mental health, sociology of aging and the life course, lifespan psychology, and life-course epidemiology, such as one of the following:

Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.

Halfon, N., Forrest, C. B., Lerner, R. M., & Faustman, E. M. (2017). *Handbook of Life Course Health Development*. Springer.

Koenen, K. C., Rudenstine, S., Susser, E., & Galea, S. (2013). *A Life Course Approach to Mental Disorders*. Oxford University Press.

Kuh, D., Cooper, R., Hardy, R., Richards, M., & Ben-Shlomo, Y. (2014). *A Life Course Approach to Healthy Ageing*. Oxford University Press.

Kuh, D., & Hardy, R. (2002). *A Life Course Approach to Women's Health*. Oxford University Press.

Kuh, D., & Shlomo, Y. B. (2004). *A Life Course Approach to Chronic Disease Epidemiology*. Oxford University Press.

Magnusson, D. (1997). *The Lifespan Development of Individuals: Behavioral, Neurobiological, and Psychosocial Perspectives: A Synthesis*. Cambridge University Press.

Shanahan, M. J., Mortimer, J. T., & Johnson, M. K. (2015). *Handbook of the Life Course*. Springer.

Staudinger, U. M., & Lindenberger, U. E. R. (2012). *Understanding Human Development: Dialogues with Lifespan Psychology*. Springer Science & Business Media.

**Selected Peer-Reviewed Journals:**

- American Journal of Sociology*
- American Sociological Review*
- Journal of Health and Social Behavior*
- Society and Mental Health*
- Social Science and Medicine*
- Demography*
- The Journals of Gerontology B Psychol Sci Soc Sci*
- Research on Aging*
- The Journal of Aging and Health*

**National, longitudinal datasets for life course and health research:**

For students planning to conduct secondary data analyses, many datasets are available through the University of Michigan's Inter-University Consortium for Political and Social Research (<http://www.icpsr.umich.edu>). Here are some examples of national, longitudinal surveys in the U.S. Information on accessing data sets will be made available during the first week of the seminar.

<b>Life-course period</b>	<b>Data</b>
Childhood through young adulthood	Adolescent Health Study (Add-Health)
Adolescence/young adulthood through midlife	National Longitudinal Study of Youth (NLSY79) Coronary Artery Risk Development in Young Adults Study (CARDIA)
Midlife through old age	Midlife in the United States (MIDUS) Health and Retirement Survey (HRS) Americans' Changing Lives (ACL) study
Childhood through old age	Wisconsin Longitudinal Study (WLS) <ul style="list-style-type: none"> <li>• Health measures only from midlife to old age</li> </ul>

	National Survey of Health and Development (NSHD) <ul style="list-style-type: none"> <li>• The oldest of the British birth cohort studies who were born in England, Scotland or Wales in March 1946.</li> </ul>
Others	Panel Study of Income Dynamics (PSID)

**Information Regarding Academic Honesty:**

Students at the University of California are expected to adhere to the highest standards of academic honesty. Academic misconduct is any intentional act or omission by a student which misrepresents his or her academic achievements, or attempts to misrepresent these achievements. While not an exhaustive list, the following acts constitute academic misconduct:

- Plagiarism. Any representation of the work of another person as one’s own constitutes plagiarism. This includes copying or substantially restating the work of another person in any written or oral work without citing the source, or collaborating with another person in an academic endeavor without acknowledging that person’s contribution.
- Submitting the same work in more than one course without the consent of all the instructors
- Misrepresentation or falsification of data
- Allowing another student to represent your work as his or her own
- Violating the rules of an assignment

Charges of academic misconduct will be brought to the attention of the Office of Student Judicial Affairs who will review all such cases and decide upon the appropriate action. A student who is found guilty of academic misconduct may be subject to disciplinary action, up to and including dismissal from the School.

For detailed information, review <https://cnasstudent.ucr.edu/files/AcadIntegrity.pdf>

# SCHEDULE

## PART I: FOUNDATIONS OF LIFE-COURSE STUDIES

### Week 1: Introduction to the Life-course Paradigm: Foundations, Themes, and Expansions

- Required readings

Mayer, K. U. (2009). New Directions in Life Course Research. *Annual Review of Sociology*, 35(1), 413–433. <https://doi.org/10.1146/annurev.soc.34.040507.134619>

Shanahan, M. J. (2000). Pathways to Adulthood in Changing Societies: Variability and Mechanisms in Life Course Perspective. *Annual Review of Sociology*, 26(1), 667–692. <https://doi.org/10.1146/annurev.soc.26.1.667>

Dannefer, D. (2011). Age, the Life Course, and the Sociological Imagination: Prospects for Theory. *Handbook of Aging and the Social Sciences*, 3–16. <https://doi.org/10.1016/B978-0-12-380880-6.00001-0>

Elder, G. H. (1998). The Life Course as Developmental Theory. *Child Development*, 69(1), 1–12. <https://doi.org/10.2307/1132065>

Elder, G. H., Johnson, M. K., & Crosnoe, R. (2003). The Emergence and Development of Life Course Theory. In *Handbook of the Life Course* (pp. 3–19). Springer, Boston, MA. [https://doi.org/10.1007/978-0-306-48247-2\\_1](https://doi.org/10.1007/978-0-306-48247-2_1)

Alexandra D Crosswell, Madhuvanathi Suresh, Eli Puterman, Tara Gruenewald, Jinkook Lee, Elissa S Epel (In press) Advancing research on psychological stress and aging with the Health and Retirement Study: Looking back to launch the field forward, *The Journals of Gerontology: Social Sciences*.

- Recommended readings

Dannefer, D. (1984). Adult Development and Social Theory: A Paradigmatic Reappraisal. *American Sociological Review*, 49(1), 100–116. <https://doi.org/10.2307/2095560>

Riley, M. W. (1987). On the Significance of Age in Sociology. *American Sociological Review*, 52(1), 1–14. <https://doi.org/10.2307/2095388>

Willson, A. E., Shuey, K. M., & Elder, G. H. (2007). Cumulative Advantage Processes as Mechanisms of Inequality in Life Course Health. *American Journal of Sociology*, 112(6), 1886–1924. <https://doi.org/10.1086/512712>

Elder, G. H. (1998). The life course and human development. In *Handbook of child psychology: Theoretical models of human development, Volume 1, 5th ed* (pp. 939–991). Hoboken, NJ, US: John Wiley & Sons Inc.

Elder, G. H., & Johnson, M. K. (2018). The life course and aging: Challenges, lessons, and new directions. In R. Settersten (Ed.), *Invitation to the Life Course: Toward New Understandings of Later Life* (pp. 49–81). Routledge.

## Week 2: Life-course Perspectives across Disciplines

- Required readings

- Ferraro, K. F., Shippee, T. P., & Schafer, M. H. (2009). Cumulative inequality theory for research on aging and the life course. In *Handbook of theories of aging, 2nd ed* (pp. 413–433). New York, NY, US: Springer Publishing Co.
- O'Rand, A. M. (1996). The precious and the precocious: understanding cumulative disadvantage and cumulative advantage over the life course. *The Gerontologist, 36*(2), 230–238.
- O'Rand, Angela M. (2006). Stratification and the Life Course: Life Course Capital, Life Course Risks, and Social Inequality. In *Handbook of aging and the social sciences, 6th ed* (pp. 145–162). Amsterdam, Netherlands: Elsevier. <https://doi.org/10.1016/B978-012088388-2/50012-2>
- Pearlin, L. I. (2010). The Life Course and the Stress Process: Some Conceptual Comparisons. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences, 65B*(2), 207–215. <https://doi.org/10.1093/geronb/gbp106>
- Lynch, J., & Smith, G. D. (2005). A life course approach to chronic disease epidemiology. *Annual Review of Public Health, 26*, 1–35. <https://doi.org/10.1146/annurev.publhealth.26.021304.144505>

## Week 3: Life-course Research Methodologies and Data Resources

- Required readings

### Chapters in *The Craft of Life Course Research*

#### Part I. Methods of Data Collection

- Hauser, R. M. (2009). The Wisconsin Longitudinal Study: Designing a Study of the Life Course. In G. H. Elder & J. Z. Giele (Eds.), *The Craft of Life Course Research* (pp. 29–50). Guilford Press.
- Spearin, C. E. (2009). Collecting and Interpreting Life Records. In G. H. Elder & J. Z. Giele (Eds.), *The Craft of Life Course Research* (pp. 51–69). Guilford Press.
- Elder, G. H., & Taylor, M. G. (2009). Linking Research Questions to Data Archives. In G. H. Elder & J. Z. Giele (Eds.), *The Craft of Life Course Research* (pp. 93–116). Guilford Press.

#### Part II. Measuring Life Course Dynamics

- O'Rand, A. M. (2009). Cumulative Processes in the Life Course. In G. H. Elder & J. Z. Giele (Eds.), *The Craft of Life Course Research* (pp. 121–140). Guilford Press.
- Almeida, D. M., & Wong, J. D. (2009). Life Transitions and Daily Stress Processes. In G. H. Elder & J. Z. Giele (Eds.), *The Craft of Life Course Research* (pp. 141–162). Guilford Press.
- George, L. K. (2009). Conceptualizing and Measuring Trajectories. In G. H. Elder & J. Z. Giele (Eds.), *The Craft of Life Course Research* (pp. 163–186). Guilford Press.

#### Part III. Investigating Explanatory Factors

- Shanahan, M. J., & Boardman, J. D. (2009). Genetics and Behavior in the Life Course: A Promising Frontier. In G. H. Elder & J. Z. Giele (Eds.), *The Craft of Life Course Research* (pp. 215–235). Guilford Press.

- Recommended readings

- Freedman, D., Thornton, A., Camburn, D., Alwin, D., & Young-DeMarco, L. (1988). The life history calendar: a technique for collecting retrospective data. *Sociological Methodology, 18*, 37–68.

- Schilling, E. A., Aseltine, R. H., & Gore, S. (2008). The impact of cumulative childhood adversity on young adult mental health: measures, models, and interpretations. *Social Science & Medicine* (1982), 66(5), 1140–1151. <https://doi.org/10.1016/j.socscimed.2007.11.023>
- Yang, Y., & Land, K. C. (2013). *Age-Period-Cohort Analysis: New Models, Methods, and Empirical Applications*. CRC Press.
- Hertzman, C., & Boyce, T. (2010). How experience gets under the skin to create gradients in developmental health. *Annual Review of Public Health*, 31, 329–347. <https://doi.org/10.1146/annurev.publhealth.012809.103538>
- Seeman, T., Epel, E., Gruenewald, T., Karlamangla, A., & McEwen, B. S. (2010). Socio-economic differentials in peripheral biology: cumulative allostatic load. *Annals of the New York Academy of Sciences*, 1186, 223–239. <https://doi.org/10.1111/j.1749-6632.2009.05341.x>

## PART II: PARADIGMATIC THEMES

### Week 4: Historical Influence and Social Forces

- Required readings

- Elo, I. T. (2009). Social Class Differentials in Health and Mortality: Patterns and Explanations in Comparative Perspective. *Annual Review of Sociology*, 35(1), 553–572. <https://doi.org/10.1146/annurev-soc-070308-115929>
- Bengtsson, T., & Broström, G. (2009). Do conditions in early life affect old-age mortality directly and indirectly? Evidence from 19th-century rural Sweden. *Social Science & Medicine* (1982), 68(9), 1583–1590. <https://doi.org/10.1016/j.socscimed.2009.02.020>
- Bruckner, T. A., & Catalano, R. A. (2009). Infant mortality and diminished entelechy in three European countries. *Social Science & Medicine* (1982), 68(9), 1617–1624. <https://doi.org/10.1016/j.socscimed.2009.02.011>
- Roseboom, T. J., Van Der Meulen, J. H. P., Ravelli, A. C. J., Osmond, C., Barker, D. J. P., & Bleker, O. P. (2003). Perceived health of adults after prenatal exposure to the Dutch famine. *Paediatric and Perinatal Epidemiology*, 17(4), 391–397.
- Wang, Y., Wang, X., Kong, Y., Zhang, J. H., & Zeng, Q. (2010). The Great Chinese Famine leads to shorter and overweight females in Chongqing Chinese population after 50 years. *Obesity*, 18(3), 588–592. <https://doi.org/10.1038/oby.2009.296>

- Recommended readings

- Elder, G. H. (2018). *Children Of The Great Depression: 25th Anniversary Edition*. Routledge.
- Finch, C. E., & Crimmins, E. M. (2004). Inflammatory Exposure and Historical Changes in Human Life-Spans. *Science*, 305(5691), 1736–1739. <https://doi.org/10.1126/science.1092556>
- Sapolsky, R. M. (2004). Social Status and Health in Humans and Other Animals. *Annual Review of Anthropology*, 33(1), 393–418. <https://doi.org/10.1146/annurev.anthro.33.070203.144000>
- Yi, Z., Gu, D., & Land, K. C. (2007). The association of childhood socioeconomic conditions with healthy longevity at the oldest-old ages in China. *Demography*, 44(3), 497–518.

## Week 5: Human Agency and Structural Constraints

- Required readings

- Elder, G. H. (1994). Time, human agency, and social change: Perspectives on the life course. *Social Psychology Quarterly*, 57(1), 4–15. <https://doi.org/10.2307/2786971>
- Thoits, P. A. (2006). Personal Agency in the Stress Process. *Journal of Health and Social Behavior*, 47(4), 309–323. <https://doi.org/10.1177/002214650604700401>
- Bonanno, G. A. (2012). Uses and abuses of the resilience construct: Loss, trauma, and health-related adversities. *Social Science & Medicine*, 74(5), 753–756. <https://doi.org/10.1016/j.socscimed.2011.11.022>
- Hitlin, S., & Elder, J., Glen H. (2006). Agency: An empirical model of an abstract concept. In R. Macmillan (Ed.), *Constructing Adulthood: Agency and Subjectivity in Adolescence and Adulthood* (pp. 33–68). Elsevier.
- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work. *Child Development*, 71(3), 543–562.

- Recommended readings

- Benson, J. E. (2014). Reevaluating the “subjective weathering” hypothesis: subjective aging, coping resources, and the stress process. *Journal of Health and Social Behavior*, 55(1), 73–90. <https://doi.org/10.1177/0022146514521214>
- Bonanno, G. A., & Diminich, E. D. (2013). Annual Research Review: Positive adjustment to adversity--trajectories of minimal-impact resilience and emergent resilience. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 54(4), 378–401. <https://doi.org/10.1111/jcpp.12021>
- Rossi, A. S. (1985). *Gender and the Life Course*. Transaction Publishers.
- Schoon, I. (2006). *Risk and Resilience: Adaptations in Changing Times*. Cambridge University Press.
- Seery, M. D., Holman, E. A., & Silver, R. C. (2010). Whatever does not kill us: cumulative lifetime adversity, vulnerability, and resilience. *Journal of Personality and Social Psychology*, 99(6), 1025–1041. <https://doi.org/10.1037/a0021344>

## Week 6: A Workshop for Grant Writing

An invited speaker and the instructor will introduce step-by-step procedures for writing an NIH pre-doctoral grant proposal.

## Week 7: Minority Health Over the Life Course

- Required readings

- Cunningham, T. J., Seeman, T. E., Kawachi, I., Gortmaker, S. L., Jacobs, D. R., Kiefe, C. I., & Berkman, L. F. (2012). Racial/ethnic and gender differences in the association between self-reported experiences of racial/ethnic discrimination and inflammation in the CARDIA cohort of 4 US communities. *Social Science & Medicine* (1982), 75(5), 922–931. <https://doi.org/10.1016/j.socscimed.2012.04.027>



- Preston, S. H., Hill, M. E., & Drevenstedt, G. L. (1998). Childhood conditions that predict survival to advanced ages among African-Americans. *Social Science & Medicine* (1982), 47(9), 1231–1246.
- Williams, D. R., & Sternthal, M. (2010). Understanding Racial/ethnic Disparities in Health: Sociological Contributions. *Journal of Health and Social Behavior*, 51(Suppl), S15–S27. <https://doi.org/10.1177/0022146510383838>
- Geronimus, A. T., Hicken, M., Keene, D., & Bound, J. (2006). “Weathering” and Age Patterns of Allostatic Load Scores Among Blacks and Whites in the United States. *American Journal of Public Health*, 96(5), 826–833. <https://doi.org/10.2105/AJPH.2004.060749>

- Recommended reading

- Lee, M.-A., & Ferraro, K. F. (2007). Neighborhood residential segregation and physical health among Hispanic Americans: good, bad, or benign? *Journal of Health and Social Behavior*, 48(2), 131–148. <https://doi.org/10.1177/002214650704800203>
- Sudano, J. J., & Baker, D. W. (2006). Explaining US racial/ethnic disparities in health declines and mortality in late middle age: the roles of socioeconomic status, health behaviors, and health insurance. *Social Science & Medicine* (1982), 62(4), 909–922. <https://doi.org/10.1016/j.socscimed.2005.06.041>
- Turra, C. M., & Goldman, N. (2007). Socioeconomic differences in mortality among U.S. adults: insights into the Hispanic paradox. *The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences*, 62(3), S184–192.
- Crimmins, E. M., Kim, J. K., Alley, D. E., Karlamangla, A., & Seeman, T. (2007). Hispanic Paradox in Biological Risk Profiles. *American Journal of Public Health*, 97(7), 1305–1310. <https://doi.org/10.2105/AJPH.2006.091892>
- Gee, G. C., Walsemann, K. M., & Brondolo, E. (2012). A Life Course Perspective on How Racism May Be Related to Health Inequities. *American Journal of Public Health*, 102(5), 967–974. <https://doi.org/10.2105/AJPH.2012.300666>
- Geronimus, A. T., Hicken, M. T., Pearson, J. A., Seashols, S. J., Brown, K. L., & Cruz, T. D. (2010). Do US Black Women Experience Stress-Related Accelerated Biological Aging? *Human Nature*, 21(1), 19–38. <https://doi.org/10.1007/s12110-010-9078-0>

## Week 8: Early Origins of Adult Health

- Required readings

- Conley, D., & Bennett, N. G. (2000). Is Biology Destiny? Birth Weight and Life Chances. *American Sociological Review*, 65(3), 458–467. <https://doi.org/10.2307/2657467>
- Barker, D. J. (1997). Maternal nutrition, fetal nutrition, and disease in later life. *Nutrition*, 13(9), 807–813.
- Case, A., & Paxson, C. (2011). The Long Reach of Childhood Health and Circumstance: Evidence from the Whitehall II Study. *Economic Journal*, 121(554), F183–F204. <https://doi.org/10.1111/j.1468-0297.2011.02447.x>
- Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., ... Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, 14(4), 245–258.
- Miller, G. E., Chen, E., & Parker, K. J. (2011). Psychological stress in childhood and susceptibility to the chronic diseases of aging: moving toward a model of behavioral and biological mechanisms. *Psychological Bulletin*, 137(6), 959–997. <https://doi.org/10.1037/a0024768>

- Recommended reading

- Elman, C., & O’Rand, A. M. (2004). The Race Is to the Swift: Socioeconomic Origins, Adult Education, and Wage Attainment. *American Journal of Sociology*, 110(1), 123–160. <https://doi.org/10.1086/386273>
- Schafer, M. H., Ferraro, K. F., & Mustillo, S. A. (2011). Children of Misfortune: Early Adversity and Cumulative Inequality in Perceived Life Trajectories. *American Journal of Sociology*, 116(4), 1053–1091.
- Taylor, S. E. (2010). Mechanisms linking early life stress to adult health outcomes. *Proceedings of the National Academy of Sciences of the United States of America*, 107(19), 8507–8512. <https://doi.org/10.1073/pnas.1003890107>
- Hayward, M. D., & Gorman, B. K. (2004). The long arm of childhood: the influence of early-life social conditions on men’s mortality. *Demography*, 41(1), 87–107.
- Latham, K. (2015). The “long arm” of childhood health: linking childhood disability to late midlife mental health. *Research on Aging*, 37(1), 82–102. <https://doi.org/10.1177/0164027514522276>
- Sayer, A. A., Syddall, H. E., Gilbody, H. J., Dennison, E. M., & Cooper, C. (2004). Does sarcopenia originate in early life? Findings from the Hertfordshire cohort study. *The Journals of Gerontology. Series A, Biological Sciences and Medical Sciences*, 59(9), M930-934.

## Week 9: Linked Lives and Intergenerational Influence

- Required readings

- Gilligan, M., Karraker, A., & Jasper, A. (2018). Linked Lives and Cumulative Inequality: A Multigenerational Family Life Course Framework. *Journal of Family Theory & Review*, 10(1), 111–125. <https://doi.org/10.1111/jftr.12244>
- Kong, J., & Moorman, S. M. (2015). Caring for My Abuser: Childhood Maltreatment and Caregiver Depression. *The Gerontologist*, 55(4), 656–666. <https://doi.org/10.1093/geront/gnt136>
- Miller, G. E., Chen, E., & Parker, K. J. (2011). Psychological stress in childhood and susceptibility to the chronic diseases of aging: moving toward a model of behavioral and biological mechanisms. *Psychological Bulletin*, 137(6), 959–997. <https://doi.org/10.1037/a0024768>
- Moen, P., & Hernandez, E. (2009). Social Convoys: Studying Linked Lives in Time, Context, and Motion. In G. H. Elder & J. Z. Giele (Eds.), *The Craft of Life Course Research* (pp. 258–279). Guilford Press.
- Savla, J. T., Roberto, K. A., Jaramillo-Sierra, A. L., Gambrel, L. E., Karimi, H., & Butner, L. M. (2013). Childhood abuse affects emotional closeness with family in mid- and later life. *Child Abuse & Neglect*, 37(6), 388–399. <https://doi.org/10.1016/j.chiabu.2012.12.009>
- Wickrama, K. a. S., Conger, R. D., & Abraham, W. T. (2005). Early adversity and later health: the intergenerational transmission of adversity through mental disorder and physical illness. *The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences*, 60 Spec No 2, 125–129.

- Recommended readings

- DiMaggio, P. (1982). Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of U.S. High School Students. *American Sociological Review*, 47(2), 189–201. <https://doi.org/10.2307/2094962>

- McLanahan, S., & Bumpass, L. (1988). Intergenerational Consequences of Family Disruption. *American Journal of Sociology*, 94(1), 130–152.
- Amato, P. R. (1996). Explaining the intergenerational transmission of divorce. *Journal of Marriage and the Family*, 58(3), 628–640. <https://doi.org/10.2307/353723>
- D'Onofrio, B. M., Turkheimer, E., Emery, R. E., Harden, K. P., Slutske, W. S., Heath, A. C., ... Martin, N. G. (2007). A Genetically Informed Study of the Intergenerational Transmission of Marital Instability. *Journal of Marriage and the Family*, 69(3), 793–809. <https://doi.org/10.1111/j.1741-3737.2007.00406.x>

### **Week 10: Final Paper Presentations**

Students will give an oral presentation (about 10–15 minutes long) on their study and also serve as judges of the oral presentations of other students. The instructor will provide detailed guideline on judging.