



Demography of Health & Survival (SYD5215-01)

F 9:00-12:00, BEL 519, Spring 2014

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Course website: <http://campus.fsu.edu>

OBJECTIVES: This seminar will introduce graduate students to the study of health and mortality from the point of view of social demography. This includes:

1. Understanding key issues, hypotheses and debates;
2. Recognizing and assessing the strengths and weaknesses of various methodological approaches and data sets;
3. Developing a basic familiarity and critical appreciation of research findings; and
4. Enhancing students' conceptual, research, and presentation skills.

BACKGROUND: Studies in this area can be integrated around the theme of *searching for whether/ how social processes are associated with health and mortality differentials*. The ways in which these interests are expressed are very wide ranging, crossing academic disciplines and diverse points of view.

The field is ultimately concerned with two variables, one key assumption, and a central positional hypothesis. The two *variables* are cause of death and age at death. What do people die from (or, more generally, what disease processes lead to death), and, as a consequence, at what age do they die?

The key *assumption* is that inequality in death reflects and reinforces inequalities in life. We presume that by looking empirically at how rates of death vary across population groups, we can isolate the operation of these causes and their interactions. This shifts our focus to differentials in odds or rates of death (including differentials over time), the immediate determinants of death (age & medical cause), and their more distant proximate or background determinants that can include a wide range of possible demographic, social, technological, behavioral, biological, genetic and other factors throughout life and even prenatal.

The central *hypothesis* of the field is that the most fundamental of these inequalities are inherently social. In other words, rather than originating with biological or other differences between groups, a sociological approach presumes social forces to be the "fundamental causes" of differential mortality. Of course, these processes are multi-factorial. Social forces must necessarily work through and in concert with biological, technological, behavioral, and other factors. These can be macro (e.g., societal), mid-level (e.g., household), or micro. In addition to a range of epidemiologic/ demographic risk factors, we will consider so-called "external causes" and how institutional arrangements can affect survival, for instance in the case of natural disasters. We will also consider various conceptual emphases, including structural, risk-factor, life course, decision-making, biomarkers, and psychosocial pathways.

Seminar Requirements:

1. *Class attendance, preparation, and participation.* A seminar is a setting where a group reads, discusses, and builds on knowledge in an area. This assumes everyone attends, is prepared, and participates. These are required. If you must miss a class, please contact me. You will still be responsible for regular weekly work, which should be turned in as soon as possible.

2. *Weekly reaction papers* (15% of course grade). Everyone must write a paper (approx 2 pages, double spaced) on the readings every week when readings are assigned, *except* for those weeks when you are making presentations. The purpose is for you to actively engage the field as represented in the weekly material. You can consider issues that cut across several readings or are illustrated by a single reading. You may critique, make suggestions, and/or argue for a position you think is underrated. These papers also provide a way for you to develop discussion questions that can be contributed in class. My agenda is for you to think about what you have read and actively engage it in light of your knowledge of issues in health/ mortality research or demography/ sociology (or communications/ public health/ economics, etc) more generally. Note that “reaction papers” are *not* summaries of what the authors say in a paper. Rather, they are “reactions” to the issues that you see as being raised by an article or two. These papers are a way for me to get some additional insight into the development of your understanding of this area of study aside from your discussion in class, and they provide a means for me to hold you accountable for the assigned work. Composition is required to be graduate quality.

3. *Article Presentations* (10% of course grade). Everyone will be assigned 2-4 presentations to lead class discussion of specific readings during the semester (depending on enrollment). Each presentation should be about 30 minutes in length. Everyone will be expected to have read these articles, but the leader will have primary responsibility for shaping and stimulating discussion. Some of the presentation should describe the basic flow of the article’s content: Question, problem context, data, methods, findings, conclusions, and implications. The main part of the presentation should be an evaluation of the work, identifying key parts and critiquing/ elaborating its significance in comparison with other studies and theoretical/ research principles. I encourage you to prepare 3-4 questions or assertions on the work and its relationship to the field as a way to stimulate discussion (e.g., general significance, methodological limitations/ innovations, relevance to other topics, next steps, etc). The purpose of discussing articles in the seminar is so everyone can learn by example, coming to understand the basis for a specific article’s relevance to the field and, in particular, what characteristics might make it more or less important and how you might build on these in your own work. The discussion leader will think about these questions in advance and help the class assess the significant characteristics of the research we read. Powerpoint is encouraged.

4. *Term paper* (75% of course grade). This is *the* point of the semester, an opportunity for you to learn more about the research process and, in so doing, to demonstrate your increasing mastery as applied to this subject matter. The paper should be an original empirical investigation, where you formulate a question and obtain and analyze data to answer it. Of course, the extent of originality can vary from a replication/ extension of a piece of published research to a truly original contribution. In addition, the sophistication/ scope of the paper can vary widely, depending on each person’s background preparation, stage in the graduate program, methodological/ statistical skills, and interests. The term paper can be an early stab at your MS paper, dissertation, or a conference paper. Papers can be on any topic broadly relevant to the study of health and mortality, *subject to my approval*. Term paper proposals (3-5 pages) are due Sunday, February 23. The last class (April 25) is reserved for you to present your term

paper (20 minutes in length). Final papers are due at 11:59 pm on Tuesday, April 29. To help guide you in your papers, I will need to meet with each of you individually at least three times: (1) no later than the week of February 3 to discuss your initial ideas and interests for the paper (I will ask for a very preliminary statement/ list of possible topics in advance of our meeting), (2) the week of March 3 to discuss your proposal, and (3) the week of March 31 to review your progress and help with any problems you may be having. Of course, I am always available to help on any aspect of the class. You are invited to get with me whenever I can help.

Required core readings are listed for each week and marked with a “*” symbol. Other materials are listed that are not required but that can be used in article presentations and papers. These will be available in electronic form through the FSU Library or the class website.

Conduct of the Seminar: On a typical day, the three-hour seminar will be divided into three parts. First, I will take responsibility for introducing themes and background issues in the literature that set the context for the specific readings for the week. Second, students will lead discussion surrounding specific readings (article presentations). Third, we will collectively take some time for general discussion of themes/ unanswered questions/ methodological challenges or whatever other general lessons are suggested by the weekly materials, including more general discussion of issues of interest (based on reaction papers).

Grading: The grade for the semester will be based on my evaluation of the term paper, your weekly reaction papers and article presentations, and my overall assessment of your participation. At the most fundamental level, I will assign grades using my best professional judgment about the quantity and quality of your work in the course. For instance, the journal *Demography* uses the following criteria for deciding if a manuscript will be published: importance of the problem, interest, creativity, quality of literature review, quality of theoretical argument, quality of data analysis, and writing clarity.

Reaction papers and article presentations will typically be graded using a check-plus, check, or check-minus system corresponding to above average, average, or below average for a typical graduate student. A check-minus paper will be one that lacks focus or is poorly written or undeveloped and is generally inadequate as graduate level work. A check paper will be adequate but not particularly remarkable – making a good point or two but not well-developed or discussed. A check-plus paper will be thoughtful, insightful, and articulate. Article presentations will be evaluated in an analogous manner.

All work must be completed to get a grade. I may require that inadequate work be redone. I will accept late work, but only occasionally and under extenuating circumstances. Finally, I strongly discourage incompletes.

Attendance Policy. Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities (including attendance at professional conferences). I will accommodate these absences in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Code. The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "be honest and truthful and...[to] strive for personal and institutional integrity at FSU." <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.

Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a grade of "zero" for that particular assignment. I reserve the right to use all means at my disposal to screen for plagiarism, including Turnitin.

Americans with Disabilities Act. Students with disabilities needing academic accommodation should: (1) Register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center; 97 Woodward Avenue, South; Florida State University; Tallahassee, FL 32306-4167; (850) 644-9566 (voice); 850-644-8504 /TDD; sdrc@admin.fsu.edu; <http://www.fsu.edu/~staffair/dean/StudentDisability/>

Syllabus change policy. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Comment</i>
1	1/10	Approaches to the study of mortality	
2	1/17	Mortality Transitions	
3	1/24	International Patterns	
4	1/31	Infant/ Child Health & Mortality	
5	2/7	Social Class; Area inequalities	Meet this week on paper idea – due 2/2
6	2/14	Race / Nativity; Crossovers	
7	2/21	Work on proposal for term paper	Proposal due 2/23
8	2/28	Sex/Gender	
9	3/7	Social Relations; Marital status and religion; Psychosocial Processes	Meet on paper this week
10	3/21	Life Course effects	
11	3/28	Health Conditions & Health Status; Disability; Multiple causes of death	
12	4/4 (SSS)	Work on paper	Meet this week
13	4/11	Biological & Genetic factors	
14	4/18	External Factors – Violence, Disasters & System Failure	
15	4/25	Student term paper presentations	
--	Finals Week	Papers due 11:59 pm Tuesday, April 29	PAA starts Wed

1/10 Introduction: Demographic approaches to the study of health & survival.

*Rogers, Richard, R. Hummer & P. Krueger (2005) "Adult mortality." Chapter 10 (pp 283-209) in D. Poston & M. Micklin (eds.) *Handbook of Population*. NY: Kluwer.

Diez Roux, A. 2012. "Conceptual approaches to the study of health disparities." *Annual Review of Public Health* 33:41-58.

Vaupel, James W. (2009) "Lively questions for demographers about death at older ages." *Population & Development Review* 35 (3):347-56.

1/17 Mortality Transitions.

*Caldwell, John C. 1986. "Routes to low mortality in poor countries." *Population & Development Review* 12(2): 171-220.

Edwards, Ryan D. 2011. "Changes in world inequality in length of life: 1970-2000." *Population & Development Review* 37(3):499-528.

Kuhn, R. (2010) "Routes to low mortality in poor countries revisited." *Population & Development Review* 36(4):655-692.

*Omran, Abdel R. 1971. "The epidemiologic transition: A theory of the epidemiology of population change." *Milbank Memorial Fund Quarterly* 49(4): 509-38.

Soares, R. (2007) "On the determinants of mortality reductions in the developing world." *Population & Development Review* 33(2): 247-87.

*Vallin, J. & F. Mesle (2004) "Convergences and divergences: a new approach to health transition." *Demographic Research Special Collection* 2.

1/24 International Patterns.

Crimmins, E., S. Preston, & B. Cohen (eds). 2010. *International Differences in Mortality at Older Ages: Dimensions & Sources*. National Academies of Science. (background papers)

*Ch 2 – Gleij, et al., "Diverging trends in life expectancy at age 50: a look at causes of death."

Ch 3 – Crimmins, et al., "Are international differences in health similar to international differences in life expectancy?"

Ch 4 – Preston, et al., "Contribution of smoking to international differences in life expectancy."

Ch 6 – Alley, et al., "Can obesity account for cross-national differences in life expectancy trends?"

Paired with: Crimmins, E., S. Preston, & B. Cohen (eds). 2011. *Explaining Divergent levels of Longevity in High-income Countries*. National Academies of Science. (consensus opinions)

Bongaarts, J (2006) "How long will we live?" *Population & Development Review* 32(4):605-628.

*Carnes, B. & J. Olshansky (2007) "A realist view of aging, mortality, and future longevity." *Population & Development Review* 33(2): 367-81.

Ho, J & S. Preston (2010) "US mortality in an international context: age variations." *Population & Development Review* 36(4):749-773.

Mesle, F. & J. Vallin (2006) "Diverging trends in female old-age mortality: The United States and Netherlands versus France and Japan." *Population & Development Review* 32(1):123-145.

*Oeppen, J. & J. Vaupel (2002) "Broken limits to life expectancy." *Science* 296 (May): 1029-31.

Staetsky, L. (2009) "Diverging trends in female old-age mortality: a reappraisal." *Demographic Research* 21 article 30.

Vallin, J & F. Mesle (2009) "The segmented trend line of highest life expectancies." *Population & Development Review* 35:159-187.

1/31 Infant/ Child Health & Mortality.

Buckles, K. & J. Price. 2013. "Selection and the marriage premium for infant health." *Demography* 50:1315-1339.

Burdette, Amy M., Janet Weeks, Terrence D. Hill and Isaac W. Eberstein. 2012. "Maternal religious attendance and low birth weight." *Social Science & Medicine* 74(12):1961-1967.

Conley, D. & N. Bennett (2000) "Race and the inheritance of low birth weight." *Social Biology* 47 (1-2): 77-93.

*Cutler, D. & G. Miller (2005) "The role of public health improvements in health advances: the twentieth-century US." *Demography* 42 (1, Feb):1-22.

Eberstein, I., C. Nam, & R. Hummer (1990) "Infant mortality by cause of death: main and interaction effects." *Demography* 27:413-30.

*Frisbie, WP (2005) "Infant Mortality." Chapter 9 (pp 251-282) in D. Poston & M. Micklin (eds.) *Handbook of Population*. NY: Kluwer.

*Frisbie, WP, R. Hummer, D. Powers, S Song & S Pullum (2010) "Race/ethnicity/nativity differentials and changes in cause-specific infant deaths in the context of declining infant mortality in the US: 1989-2001." *Population Research & Policy Review* 29(3):395-422.

Gage, T, et al. 2013. "Maternal education, birth weight, and infant mortality in the United States." *Demography* 50:615-635.

Hummer, R. et al (2007) "Paradox found (again): Infant mortality among the Mexican-Origin population in the United States." *Demography* 44(3): 441-457.

Kane, J (2013) "Leveraging mother-daughter similarities in human capital and nonmarital birth to understand intergenerational similarities in birth weight." Paper presented at PAA, New Orleans.

- Landale, N., R. Oropesa & B. Gorman (2000) "Migration and infant death." *American Sociological Review* 65(Dec):888-909.
- Lauderdale, D. (2006). "Birth outcomes for Arabic-named women in California before and after September 11." *Demography* 43(1, Feb):185-201.
- McFarland, M. & C. Smith. 2011. "Segregation, race, and infant well-being." *Population Research & Policy Review* 20:467-493.
- Mosley, W. & L. Chen (1984) "An analytical framework for the study of child mortality in developing countries." *Population & Development Review* 10 (supplement): 25-48.
- Pongou, R. 2013. "Why is infant mortality higher in boys than in girls?" *Demography* 50:421-44.
- Powers, Dan (2013) "Paradox revisited: a further investigation of race/ethnic differences in infant mortality by maternal age." *Demography* 50:495-520.
- Powers, D. & S. Song (2009) "Absolute change in cause-specific infant mortality for Blacks and Whites in the US: 1983-2002." *Population Research & Policy Review* 28:817-51.
- Strully, Kate W, et al (2010) "Effects of prenatal poverty on infant health." *American Sociological Review* 75(4):534-62.
- Torche, Florencia. 2011. "The effect of maternal stress on birth outcomes: exploiting a natural experiment." *Demography* 48(4):1473-1491.
- Van Bodegom, D., et al. 2012. "Clustering of child mortality in a contemporary polygamous population in Africa." *Biodemography & Social Biology* 58:162-172. Special issue of journal.
- 2/7 Social Class.**
- Banks, J. et al (2009) "Disease prevalence, disease incidence, and mortality in the United States and England." *Demography* 47 (Supplement):S211-S231.
- Brown, D., M. Hayward, J. Montez, R. Hummer, C. Chiu, & M. Hidajat. 2012. "The significance of education for mortality compression in the United States." *Demography* 49(3):819-40.
- Cossmann, J. et al (2007) "Persistent clusters of mortality in the United States." *American Journal of Public Health* 97: 2148-150.
- Cossmann, J. et al (2010) "Underlying causes of the emerging nonmetropolitan mortality penalty." *American Journal of Public Health* 100(8):1417-19.
- De Walque, Damien and Deon Filmer. 2013. "Trends and Socioeconomic Gradients in Adult Mortality around the Developing World." *Population and Development Review* 39(1):1-29.
- *Elo, Irma T. (2009) "Social class differentials in health and mortality." *Annual Review of Sociology* 35:553-72.

- Fenelon, Andrew. 2013. "Geographic Divergence in Mortality in the United States." *Population and Development Review* 39(4):611-634.
- Goldman, Dana and James P. Smith. 2011. "The increasing value of education to health." *Social Science & Medicine* 72(10):1728-1737.
- Hummer, R. & E. Hernandez (2013) "The effect of educational attainment on adult mortality in the United States." *Population Bulletin* 68 (1, June). Population Reference Bureau.
- Hummer, Robert A., Richard G. Rogers, and Isaac W. Eberstein. (1998) "Sociodemographic differentials in adult mortality: A review of analytic approaches." *Population & Development Review* 24(3): 553-78.
- Kulkarni, S., A. Levin-Rector, M. Ezzati, & C.J.L. Murray. 2011. "Falling behind: life expectancy in US counties from 2000-2007 in an international context." *Population Health Metrics* 9:16.
- Lantz, Paula M., et al (2010) "Socioeconomic and behavioral risk factors for mortality in a national 19-year prospective study of US adults." *Social Science & Medicine* 70:1558-1586.
- *Link, B. & J. Phelan, 1995 "Social conditions as fundamental causes of disease." *Journal of Health & Social Behavior* 36:80-94.
- *Masters, Ryan K., Robert A. Hummer and Daniel A. Powers. 2012. "Educational Differences in U.S. Adult Mortality: A Cohort Perspective." *American Sociological Review* 77(4):548-572.
- Miech, Richard., F. Pampel, J. Kim & R. Rogers. 2011. "The enduring association between education and mortality." *American Sociological Review* 76(6):913-934.
- Montez, J., R. Hummer, & M. Hayward. 2012. "Educational attainment and adult mortality in the United States: a systematic analysis of functional form." *Demography* 49(1):315-36.
- Montez, Jennifer K. and Anna Zajacova. 2013. "Explaining the Widening Education Gap in Mortality among U.S. White Women." *Journal of Health and Social Behavior* 54(2):166-182.
- Pampel, Fred C., et al (2010) "Socioeconomic disparities in health behaviors." *Annual Review of Sociology* 36:349-70.
- Pappas, G., et al (1993) "The increasing disparity in mortality between socioeconomic groups in the United States, 1960 and 1986." *New England Journal of Medicine* 329:103-9.
- Phelan, J., B. Link & P Tehranifar (2010) "Social conditions as fundamental causes of health inequalities." *J Health & Social Behavior* 51(S):S28-S40
- Seeman, T., et al (2004) "Cumulative biological risk and socio-economic differences in mortality: MacArthur studies of successful aging." *Social Science & Medicine* 58(10):1985-1997.
- Song, Shige and Sarah A. Burgard. 2011. "Dynamics of Inequality." *Journal of Health and Social Behavior* 52(3):349-364.

Warren, J & E. Hernandez (2007) "Did socioeconomic inequalities in morbidity and mortality change in the United States over the course of the twentieth century? *Journal of Health and Social Behavior* 48 (4): 335-351.

Zajacova, A & R. Hummer (2009) "Gender differences in education effects on all cause mortality for white and black adults in the United States." *Social Science & Medicine* 69:529-37.

2/14 Race / Nativity; Crossovers

Anderson, N., R. Bulatao, & B. Cohen (eds) 2004. *Critical Perspectives on Racial and Ethnic Differences in Health in Late Life*. National Academies Press.

Crimmins, E. et al (2007) "Hispanic paradox in biological risk profiles." *American Journal of Public Health* 97 (7): 1305-310.

Das, Aniruddha. 2013. "How does race get "under the skin"?: Inflammation, weathering, and metabolic problems in late life." *Social Science & Medicine* 77(0):75-83.

Do, D. P., Reanne Frank and Brian K. Finch. 2012. "Does SES explain more of the black/white health gap than we thought? Revisiting our approach toward understanding racial disparities in health." *Social Science & Medicine* 74(9):1385-1393.

Elo, I., et al. 2013. "The contribution of health care and other interventions to Black-White disparities in life expectancy, 1980-2007." *Population Research & Policy Review* online 03 Dec.

Fenelon, A. 2013. "Revisiting the Hispanic mortality advantage in the United States: The role of smoking." *Social Science & Medicine* 82(0):1-9.

Frank, R. (2001) "A re-conceptualization of the role of biology in contributing to race/ethnic disparities in health outcomes." *Population Research & Policy Review* 20 (6): 441-455.

Geronimus, A., J. Bound, T. Waidmann, C. Colen & D. Steffick (2001) "Inequality in life expectancy, functional status, and active life expectancy across selected black and white populations in the United States." *Demography* 38 (2):227-51.

*Geronimus, A., et al (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.

Geruso, Michael. 2012. "Black-White Disparities in Life Expectancy: How Much Can the Standard SES Variables Explain?" *Demography* 49(2):553-574.

Ho, J. & I. Elo. 2013. "The contribution of smoking to Black-White differences in US mortality." *Demography* 50:545-568.

*Hummer, R. (1996) "Black-white differences in health and mortality: a review and conceptual model." *Sociological Quarterly* 37(1): 105-25.

Hummer, R. & J. Chinn. 2011. "Race/ ethnicity and US adult mortality: progress, prospects, and new analyses." *Du Bois Review* 8(1):5-24. Special issue.

Krueger, Patrick M., Jarron M. Saint Onge and Virginia W. Chang. 2011. "Race/ethnic differences in adult mortality: The role of perceived stress and health behaviors." *Social Science & Medicine* 73(9):1312-1322.

Lariscy, Joseph T. 2011. "Differential Record Linkage by Hispanic Ethnicity and Age in Linked Mortality Studies: Implications for the Epidemiologic Paradox." *Journal of Aging and Health* 23(8):1263-1284.

Massey, D. (2004) "Segregation and stratification: A biosocial perspective." *Dubois Review* 1(1):7-25.

Palloni, A. & E. Arias (2004) "Paradox Lost: Explaining the Hispanic Adult Mortality Advantage." *Demography* 41 (3):385-416.

Subramanyam, Malavika A., Sherman A. James, Ana V. Diez-Roux, DeMarc A. Hickson, Daniel Sarpong, Mario Sims, Herman A. Taylor Jr. and Sharon B. Wyatt. 2013. "Socioeconomic status, John Henryism and blood pressure among African-Americans in the Jackson Heart Study." *Social Science & Medicine* 93(0):139-146.

Williams, D & M. Sternthal (2010) "Understanding racial-ethnic disparities in health: sociological contributions." *J Health & Social Behavior* 51 (S):S15-S27.

Mortality Crossovers

*Eberstein, I., C. Nam, & K. Heyman (2009) "Causes of death and mortality crossovers by race." *Biodemography & Social Biology* 54 (2):1-15.

Fenelon, A. 2013. "An examination of black/white differences in the rate of age-related mortality increase." *Demographic Research* 29 (17).

Johnson, N. (2000) "The racial crossover in comorbidity, disability, and mortality." *Demography* 37(3):267-83.

*Masters, R. 2012. "Uncrossing the U.S. Black-White Mortality Crossover: The Role of Cohort Forces in Life Course Mortality Risk." *Demography* 49(3):773-796.

Nam, Charles B. 1995. "Another look at mortality crossovers." *Biodemography & Social Biology* 42(1-2): 133-42.

Preston, S & I. Elo (2006) "A skeptical appraisal of Black mortality at very old ages in official US life tables." *Population & Development Review* 32(3):557-565.

2/28 Sex/ Gender

*Case, A. & C. Paxson (2005) "Sex differences in morbidity and mortality." *Demography* 42(2, May):189-214.

- Elo, I. and G. Drevenstedt (2005) "Cause-specific contributions to sex differences in adult mortality among whites and African Americans between 1960 and 1995." *Demographic Research* 13(19): 485-520.
- Kreeger, K. (2002) "Sex-based longevity." *The Scientist* 16 (10):34-35
- Luy, M. (2003) "Causes of male excess mortality: insights from cloistered populations." *Population & Development Review* 29(4):647-676.
- Needham, B. & T. Hill (2010) "Do gender differences in mental health contribute to gender differences in physical health?" *Social Science & Medicine* 71:1472-1479.
- Pampel, F. (2003) "Declining sex differences in mortality from lung cancer in high-income nations." *Demography* 40(1):45-65.
- Preston, S & H. Wang (2006) "Sex mortality differences in the United States: the role of cohort smoking patterns." *Demography* 43(4, Nov):631-646.
- *Rogers, R. et al (2010) "Social, behavioral, and biological factors and sex differences in mortality." *Demography* 47 (3):555-578.
- Ross, C, R Masters & R Hummer. 2012. "Education and the Gender Gaps in Health and Mortality." *Demography* 49(4):1157-1183.
- Warner, David F. and T. Brown. 2011. "Understanding how race/ethnicity and gender define age-trajectories of disability: an intersectionality approach." *Social Science & Medicine* 72(8):1236-1248.
- 3/7 Social Relations; Marital Status & Religion; Psychosocial Processes**
- *Basu, A. (2006) "The emotions and reproductive health." *Population & Development Review* 32(1): 107-21.
- Conley, D and J Heerwig. 2012. "The Long-Term Effects of Military Conscripton on Mortality: Estimates From the Vietnam-Era Draft Lottery." *Demography* 49(3):841-855.
- Costa, D. & M. Kahn (2010) "Health, wartime stress, and unit cohesion: evidence from Union army veterans." *Demography* 47(1):45-66.
- Dupree, M., A. Franzese & E. Parrado (2006) "Religious attendance and mortality: implications for the Black-White mortality crossover." *Demography* 43(1, Feb):141-164.
- Eberstein, I & K. Heyman (2010) "Jewish identity and self reported health." Chapter in C. Ellison & R. Hummer (eds.) *Religion, Families and Health: New directions in population based research.* New Jersey: Rutgers U Press.
- Elwert, F & N. Christakis (2008) "The effect of widowhood on mortality by the causes of death of both spouses." *American Journal of Public Health* 98:2092-98.

- Ferraro, K., & M. Farmer (1999) "Utility of health data from social surveys: Is there a gold standard for measuring morbidity?" *Am Soc Rev* 64(2, April):303-15.
- Fletcher, J., et al. 2013. "A sibling death in the family: common and consequential." *Demography* 50:803-826.
- Hatzenbuehler, M. & B. Link. 2014. "Introduction to the special issue on structural stigma and health." *Social Science & Medicine*, doi:10.1016/j.socscimed.2013.12.017
- *Hummer, R., R. Rogers, C. Nam & C. Ellison (1999) "Religious involvement and US adult mortality." *Demography* 36 (2):273-285.
- Luo, Ye, Louise C. Hawkey, Linda J. Waite and John T. Cacioppo. 2012. "Loneliness, health, and mortality in old age: A national longitudinal study." *Social Science & Medicine* 74(6):907-914.
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