



**Demography of Health & Survival (SYD5215-01)**  
**Spring 2010**  
**F 9:00-12:00, BEL 519**

**Professor Isaac W. Eberstein**

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

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**CONTACT INFORMATION:**

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**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 inequalities in life. We presume that by looking empirically at how rates of death vary across comparison groups (defined, e.g., by "case-control" methods or between naturally occurring groups [the most common method in social demography]), 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 origin. 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, mid-level (e.g., household), or micro. In addition to a range of epidemiologic/ demographic risk factors, we will consider how institutional

arrangements can affect survival, particularly in the case of natural disasters. We will also consider various conceptual emphases in studying mortality, including structural, risk-factor, life course, decision-making, biomarkers, and psychosocial pathways.

### **Seminar Requirements:**

1. *Class attendance, preparation, and participation.* A seminar is designed to be a setting where a group reads, critiques, and discusses the state of knowledge in an area. This assumes everyone attends, is prepared, and participates. 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 that are illustrated by a single reading, and which are generally relevant for our study of the field. You may critique, make suggestions, and/or argue for a position you think is underrated. But, the key agenda is for you to think about what you have read and actively engage it in light of your knowledge of issues in 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. I will post a separate document that gives more specificity to this assignment and some guiding questions that should be helpful in putting these papers together. In all cases, composition is required to be graduate quality.

3. *Article Presentations* (10% of course grade). Each student will be assigned 2-4 presentations to lead class discussion of readings during the semester (depending on enrollment). Each presentation should be from 30-45 minutes in length. These articles will be required of everyone to read, but some of the presentation should still describe the basic flow of the article’s content: Question, problem context, data, methods, findings, conclusions. The discussion leader should also critique and comparatively evaluate the work, identifying key parts and critiquing/ elaborating its significance in such a way to stimulate discussion. 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 we might build on these in our 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. A powerpoint presentation is not required; this can be an effective way to kill discussion.

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. There are two generic options for this paper, contingent on each person’s background preparation, stage in the graduate program, methodological/ statistical skills, and interests. The first is an original empirical paper, where you formulate a question and obtain and analyze data to answer it. The extent of originality can vary from a replication/ extension of a piece of published research to a truly original contribution. The second category would be a critical review of literature on a very narrowly focused issue or theme (like in the *Annual Review of Sociology*). The purpose of this kind of paper is to draw conclusions about the state of knowledge and to identify needed research. The term paper can be an early stab at your MS paper, doctoral review paper, dissertation proposal, and/or a grant proposal. Papers can be on any topic broadly relevant to the study of health and mortality, *subject to my approval*. Formal written proposals of paper topics (3-5 pages) are due Monday, February 22. Two class meetings (April 9

and 23) will be reserved for student presentations of term papers (30 minutes in length). Final term papers are due at noon 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 1 to discuss your initial ideas and interests for the paper, (2) the week of March 1 to discuss your proposal, and (3) the week of April 5 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 book:**

Michael Marmot. 2004. The Status Syndrome: How Social Standing Affects our Health and Longevity. New York: Times Books. This is a non-technical discussion of questions on the boundary between demography and health/ medical epidemiology and a great source of ideas.

*Other required readings* are listed for each week, along with additional materials 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. I have tried to limit required readings so that everyone can reasonably be expected to actually read the material before class.

**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 weekly 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. 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 roughly corresponding to letter grades of A-C, based on my judgment of its quality. 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. Accommodations for these excused absences will be made and will do so 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 Florida State University." See <http://www.fsu.edu/~dof/honorpolicy.htm>.

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 electronic citation checkers (e.g., SafeAssign). For more information on plagiarism, see <http://online.fsu.edu/learningresources/plagiarism>.

**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](mailto:sdrc@admin.fsu.edu); <http://www.fsu.edu/~staffair/dean/StudentDisability/>

**Syllabus change policy.** This syllabus is a guide for the course and is subject to change with advance notice. It and other class materials are available in alternative format upon request.

### Tentative Course Outline

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Comment</i>
1	1/8	Introduction to class	
2	1/15	Approaches to the study of mortality	
3	1/22	Mortality transitions & future life expectancy	
4	1/29	Infant Mortality/ Low birth weight	
5	2/5	Adult Mortality: Social Class; Area inequalities	Meet on paper idea
6	2/12	Adult Mortality: Race / Nativity; Hispanic paradox; Crossovers	
7	2/19	Adult Mortality: Sex/Gender	
8	2/26	Adult Mortality: Social Relations; Marital status and religion; Psychosocial Processes	Paper proposal due Monday 2/22
9	3/5	Adult Mortality: Life Course effects	Meet on paper
10	3/19	Adult Mortality: Health Conditions & Health Status; Disability; Multiple causes of death	
11	3/26	Biological & Genetic factors	
12	4/2	External Factors – Violence, Natural (?) Disasters & System Failure	Meet on paper
13	4/9	Student Presentations – 1	
14	4/16 (PAA)	Work on papers	
15	4/23 (SSS)	Student Presentations - 2	
--	Finals Week	Papers due NOON Thursday, April 29	

**Required Reading:**

Shaded readings below are available in the “course library” on the Bb web site. The others are accessible online through the FSU library. A “\*” symbol indicates core readings required of everyone. Additional citations are included for each week for bibliographic purposes.

For information on current global and national patterns of health and mortality throughout the semester, see the following websites:

- [www.cdc.gov](http://www.cdc.gov) – US Centers for Disease Control.
- [www.prb.org](http://www.prb.org) – Population Reference Bureau
- <http://www.who.int/whr/en/> World Health Organization’s World Health Report. This is produced annually with different themes.

**1/15 Approaches to the study of mortality. Selected articles to introduce the semester.**

\*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.

\*Kawachi, I. & S. Subramanian (2005) “Health Demography.” Ch 26 (pp 787-808) in D. Poston & M. Micklin (eds.) *Handbook of Population*. NY: Kluwer.

\*Marmot, Introduction

\*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.

\*Hummer, R., R. Rogers, C. Nam & C. Ellison (1999) “Religious involvement and US adult mortality.” *Demography* 36 (2):273-285.

**1/22 Mortality Transitions in History and the Future.**

Nam, Charles (1994) “Chapter 5, Mortality Processes.” Pp. 129-171 in *Understanding Population Change*. Itasca, IL: Peacock. (*Background from an undergraduate text – not required, but recommended if you feel you might benefit.*)

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

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

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

\*Salomon, J. & C. Murray (2002) “The Epidemiologic Transition Revisited.” *Population & Development Review* 28 (2):205-28.

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

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

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

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

McKeown, Thomas, R. G. Record, R. D. Turner. 1975. "An interpretation of the decline of mortality in England and Wales during the twentieth century." *Population Studies* 29(3):391-422.

Rau, R., et al (2008) "Continued reductions in mortality at advanced ages." *Population & Development Review* 34(4): 747-68.

Riley, J. (2005) "The timing and pace of health transitions around the world." *Population & Development Review* 31(4):741-764.

Rogers, Richard G., and Robert Hackenberg. 1989. "Extending epidemiologic transition theory: A new stage." *Social Biology* 34(3-4): 234-43.

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

Stolnitz, George C. 1965. "Recent mortality trends in Latin America, Asia and Africa: Review and reinterpretation." *Population Studies* 19(2):117-138.

Muszynska, M. & R. Rau (2009) "Falling short of highest life expectancy? How many Americans are might have been alive in the twentieth century?" *Population & Development Review* 35:585-603.

White, K. & S. Preston (1996) "How many Americans are alive because of twentieth-century improvement in mortality?" *Population & Development Review* 22:415-29.

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

Olshansky, J., B. Carnes & C. Cassel (1990) "In search of Methusaleh: Estimating the upper limits to human longevity." *Science* 250: 634-40.

Olshansky, J., B. Carnes, & J. Brody (2002) "A biodemographic interpretation of life span." *Population & Development Review* 28(3):501-513.

### **1/29 Infant Mortality & Low Birth Weight.**

\*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 (2009) "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* published online July 3.

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

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

\*Lauderdale, D. (2006). "Birth outcomes for Arabic-named women in California before and after September 11." *Demography* 43(#1, Feb):185-201.

\*Sastry, N. & J. Hussey (2003) "An investigation of racial and ethnic disparities in birth weight in Chicago neighborhoods." *Demography* 40(4):701-725.

Sparks, PJ (2009) "Do biological, sociodemographic, and behavioral characteristics explain racial/ethnic disparities in preterm births?" *Social Science & Medicine* 68:1667-75.

Finch, B (2003) "Early origins of the gradient: The relationship between socioeconomic status and infant mortality in the United States." *Demography* 40(4):675-699.

Frisbie, WP, S. Song, D. Powers & J. Street (2004) "The increasing racial disparity in infant mortality: Respiratory distress syndrome and other causes." *Demography* 41 (4):773-800.

Amankwaa, A. (1996) "Prior and proximate causes of infant survival in Ghana, with special attention to polygyny." *J Biosoc Sci* 28:281-295

Conley, D. & N. Bennett (2000) "Is biology destiny? Birth weight and life chances." *Am Soc Rev* 65 (June):458-67.

David, R. & J. Collins (2007) "Disparities in infant mortality: what's genetics got to do with it?" *American Journal of Public Health* 97(7):1191-197.

Dorsten, L. L. Hotchkiss, & T. King (1999) "The effect of inbreeding on early childhood mortality: twelve generations of an Amish settlement." *Demography* 36:263-71.

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

Geronimus, A. (1987) "On teenage childbearing and neonatal mortality in the United States." *Pop Dev Rev* 13:245-80.

Hummer, R., et al. (1999) "Race/ethnicity, nativity, and infant mortality in the United States." *Social Forces* 77(3):1083-1118.

Ikamari, L. (2000) "Sibling mortality correlation in Kenya." *J Biosocial Science* 32: 265-78.

Mosley, W. & L. Chen (1984) "An analytical framework for the study of child mortality in developing countries." *Population & Development Review* 10 (supplement): 25-48.

Palloni, A. & J. Morenoff (2001) "Interpreting the paradoxical in the Hispanic paradox." Pp. 140-174 in M. Weinstein, A. Hermalin & M. Stoto (eds.) Population Health and Aging. NY: NY Academy of Sciences.

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.

Palloni, A. (2006) "Reproducing inequalities: luck, wallets, and the enduring effects of childhood health." *Demography* 43 (#4, Nov): 587-615.

Landale, N., R. Oropesa & B. Gorman (2000) "Migration and infant death." *American Sociological Review* 65(Dec):888-909.

Hamilton, E., A. Villarreal, & R. Hummer (2009) "Mother's, household, and community US migration experience and infant mortality in rural and urban Mexico" *Population Research & Policy Review* 28:123-42.

LaVeist, T. (1992) "The political empowerment and health status of African Americans: mapping a new territory." *Am J of Soc* 97(4):1080-95.

## **2/5 Adult Mortality: Social Class – patterns and current issues.**

\*Marmot, chs 1-2.

\*Lantz, P., et al., (1998) "Socioeconomic factors, health behaviors, and mortality." *Journal of the American Medical Association* 279(21, June):1703-08.

\*Link, B. & J. Phelan, 1995 "Social conditions as fundamental causes of disease." *Journal of Health & Social Behavior* 36:80-94.

\*Palloni, A, C. Milesi, R. White, & A. Turner (2009) "Early childhood health, reproduction of economic inequalities and the persistence of health and mortality differentials." *Social Science & Medicine* 68:1574-1582.

\*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.

\*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.

Steenland, K, J. Henley, E. Calle & M. Thun. (2003) "Individual and Area level socioeconomic status variables as predictors of mortality in a cohort of 179,383 persons." *American Journal of Epidemiology* 159 (11):1047 – 1056.

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.

Bond Huie, S., P. Krueger, R. Rogers, & R. Hummer (2003) "Wealth, race and mortality." *Social Science Quarterly* 84(3):667-684.

Cossmann, J. et al (2007) "Persistent clusters of mortality in the United States." *American Journal of Public Health* 97: 2148-150.

Cosby, A. et al (2008) "Preliminary evidence for an emerging nonmetropolitan mortality penalty in the United States." *American Journal of Public Health* 98: 1470-1472.

Crimmins, E. (2005) "Socioeconomic differentials in mortality and health at the older ages." *Genus* 61 (1):163-176.

Hoffmann, R. (2005) "Do socioeconomic mortality differences decrease with rising age?" *Demographic Research* 13(#2): 35-62. [www.demographic-research.org/volumes/vol13/2/](http://www.demographic-research.org/volumes/vol13/2/)

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.

Menchik, P. (2003) "Economic status as a determinant of mortality among Black and White older men: does poverty kill?" *Population Studies* 47:427-436.

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.

Singh, G. & M. Kogan (2007) "Widening socioeconomic disparities in US childhood mortality, 1969-2000." *American Journal of Public Health* 97: 1658-1665.

Smith, J (2005) "Unraveling the SES-health connection." *Population & Development Review* 30 (supplement): 108-32.

Steenland, K, S. Hu & J. Walker (2004) "All-cause and cause-specific mortality by socioeconomic status among employed persons in 27 US states, 1984-1997." *American Journal of Public Health* 94(6):1037-1042.

Zajacova, A. (2006) "Education, gender & mortality." *Social Science & Medicine* 63: 2177-2190.

## **2/12 Adult Mortality: Race / Nativity; Hispanic Paradox; Crossovers**

\*Marmot, chs 3-4.

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

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

\*Turra, C & I. Elo (2008) "The impact of salmon bias on the Hispanic mortality advantage." *Population Research & Policy Review* 27:515-30.

\*Rogers, R. (1992) "Living and dying in the USA: sociodemographic determinants of death among Blacks and Whites." *Demography* 29:287-304.

Elo, I. and G. Drevenstedt (2004) "Cause-specific contributions to black-white differences in male mortality from 1960 to 1995." *Demographic Research*. [www.demographic-research.org/special/2/10/](http://www.demographic-research.org/special/2/10/)

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.

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

Elo, I, C. Turra, B. Kestenbaum & B. Ferguson (2004) "Mortality among elderly Hispanics in the United States: Past evidence and new results." *Demography* 41(1):109-128.

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.

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

Sudano, J & D. Baker (2006) "Explaining US racial/ ethnic disparities in health declines and mortality in late middle age." *Social Science & Medicine* 62:909-922.

Williams, D, H. Neighbors & J. Jackson (2003) "Racial/ethnic discrimination and health: Findings from community studies." *American Journal of Public Health* 93(2):200-208.

Williams, David R., and Chiquita Collins. (1995) "U.S. socioeconomic and racial differences in health." *Annual Review of Sociology* 21: 349-86.

#### Mortality Crossovers

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

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

\*Preston, S., I. Elo, I. Rosenwaike, & M. Hill (1996) "African-American mortality at older ages: results of a matching study." *Demography* 33:193-210.

Coale, Ansley, and Ellen Eliason Kisker. 1986. "Mortality crossovers: Reality or bad data?" *Pop Studies* 40: 389-401.

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

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.

#### **2/19 Adult Mortality: Sex/ Gender**

\*Marmot, chs 5.

\*Detre, K., et al (2001) "Mortality of men versus women in comparable high-level jobs." *American Journal of Epidemiology* 154 (Aug):221-229.

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

\*Kreeger, K. (2002) "Sex-based longevity." *The Scientist* 16 (10):34-35

\*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.

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

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. [www.demographic-research.org/volumes/vol13/19/](http://www.demographic-research.org/volumes/vol13/19/)

Klasen., S. & C. Wink (2002) "A turning point in gender bias in mortality?" *Population & Development Review* 28 (2):285-312.

Luy, M. (2003) "Causes of male excess mortality: insights from cloistered populations." *Population & Development Review* 29(4):647-676.

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.

Waldron, I., et al (2005) "Trends in gender difference in accidents mortality: relationships to changing gender roles and other societal trends. *Demographic Research* 13(#17): 4515-454. [www.demographic-research.org/volumes/vol13/17/](http://www.demographic-research.org/volumes/vol13/17/)

## **2/26 Adult Mortality: Social Relations; Marital Status & Religion; Psychosocial Processes**

\*Marmot, Chs 6-7

\*Basu, A. (2006) "The emotions and reproductive health." *Population & Development Review* 32(1): 107-21.

\*Eberstein, I & K. Heyman (2007) "Jewish identity and self reported health." Forthcoming 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.

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