



**SYLLABUS: Mortality (SYD5215-01)**  
**Spring 2007**  
**R 12:30-3:30, BEL 118**

**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 in the wide-ranging social scientific literature relevant to this subject matter;
2. Recognizing and assessing the strengths and weaknesses of various methodological approaches and data sets, including a consideration of possible alternatives;
3. Developing a basic familiarity and critical appreciation of empirical research findings to date; and
4. Enhancing the conceptual, research, and presentation skills of student participants.

**BACKGROUND:** Studies in this area can be integrated around the theme of *searching for whether/ how social processes are associated with morbidity 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 medical conditions are present at the time of 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 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 factors can be macro as well as micro. In addition to a range of epidemiological/ demographic risk factors, we will consider how institutional arrangements can affect survival, particularly in the case of natural disasters.

### **Seminar Requirements:**

1. *Class attendance, preparation, and participation* (5% of course grade). A seminar is designed to be a setting where a knowledgeable and interested group reads, reviews, critiques, and adds to knowledge on a particular subject matter. This assumes everyone attends, is prepared, and participates. These are required of everyone, every week, to get credit for the class. If you must miss a class, please contact me. Of course, you will still be responsible for regular weekly work (described below), which should be turned in as soon as possible. This portion of the grade will be based on both the fact of attendance and the quality of your contributions.

2. *Weekly reaction papers* (20% of course grade). Everyone must write a 500 word paper 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 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 in light of your knowledge of issues in mortality research or demography or sociology more generally. Note that “reaction papers” are NOT summaries of what the authors say in a paper. Rather, they are “reactions” to the general or specific issues raised by a work. 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, grammar/ spelling is required to be professional quality. Papers should be submitted to me electronically by 4:00 pm the day before class.

3. *Article Presentations* (15% of course grade). Each student will be assigned to play a leading role in the class discussion of two readings during the semester. Each presentation should be from 20-30 minutes in length. These articles will not be required of everyone to read (encouraged, yes!), so maybe 10 minutes of the presentation should be to describe the basic flow of the article’s content: Question, problem context (demographic and in literature), data/ methods, findings, conclusions. Following this, the discussion leader should focus on an explication, critique, and comparative evaluation of the work, identifying key parts in a particular piece of research and critiquing/ elaborating its significance in such a way that seminar members can generate informed discussion of the issues at hand without necessarily having read the specific article. They may ask questions of the leader, for example, about how the piece was constructed or how the researchers dealt with one problem or another, as well as ask for additional discussion of the presenter’s insights or judgments about the work. The purpose of discussing articles in the seminar is so that 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. Powerpoint presentations are welcome, but certainly not required.

4. *Group presentation* (10% of course grade). Four weeks of the semester I would like groups of 3 students to take additional responsibility for organizing and leading discussion during the seminar. At this point I don’t have a clear model in mind, and we can talk about exactly what this should entail. The goal is to go beyond the presentation of a single article to engage the week’s topic more broadly, and by working collaboratively you will learn other skills that are increasingly coming to be valued in professional contexts. I will come up with a set of guidelines

and suggestions to help and will set up a time to meet with each group at least a week before their presentation to consult on an outline of the session. Again, powerpoint presentations are welcome but not required.

5. *Term paper* (50% of course grade – 40% for final paper & 10% for a preliminary proposal). There are three generic options for this paper, contingent on each person's background preparation, stage in the program, methodological/ statistical skills, and interests. The first is an "original" empirical research paper, where the student obtains and analyzes data in an attempt ultimately to make a contribution to the literature in the form of a convention presentation and/or an article to be submitted for journal publication. The extent of originality can vary, of course, from a replication/ extension of a piece of published research that seems limited in some way, to an 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. Third is a research proposal, which extends the goal of the second type of paper to lay out the methodological details of how one might go about conducting a specific research project. Part of this assignment is crafting the proposal into a format one would use to submit for external funding. The term paper can be an early stab at your MS Paper, doctoral review paper, dissertation proposal, and/or a grant proposal. Clearly, these are important educational/ professional goals, and you are advised to begin thinking about them in each seminar. Papers can be on any topic relevant to the study of mortality, *subject to my approval*. Formal written proposals of paper topics (approximately 1000-1500 words) are due Monday, February 26 at 5:00 pm. Although "grading" is not the purpose of having you turn in a paper proposal, I do think it is worthwhile to give you some assessment of the quality of the proposal and to have this count as part of the course grade. The last two class meetings (April 12 and 19) will be reserved for student presentations of term papers (15-20 minutes in length). Final term papers are due at noon on Wednesday, April 25.

6. Although not formally part of the course, I strongly encourage you to attend CDPH brown-bag seminars (most Fridays from 12:15-1:10 in BEL632) and other research lectures (e.g., job talks). This kind of exposure to "live" research will reinforce the lessons of the seminar.

**Required books:**

Richard G. Rogers, Robert A. Hummer, and Charles B. Nam. 1999. Living and Dying in the USA: Behavioral, Health, and Social Differentials of Adult Mortality. New York: Academic Press. (A comprehensive investigation of adult mortality differentials.)

Dalton Conley, K. Strully, and N. Bennett. 2003. The Starting Gate: Birth Weight and Life Chances. Berkeley: University of California Press. (Presents an intriguing analysis of links between intergenerational processes of social stratification and infant morbidity.)

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

Eric Klinenberg. 2002. Heat Wave: A Social Autopsy of Disaster in Chicago. Chicago: University of Chicago Press. (An award-winning analysis of social factors and disaster – related mortality.)

**Other required readings** are listed for each week, along with additional materials that will be used in article presentations. 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 have read the material before class.

**Conduct of the Seminar:** On a typical day, the three-hour seminar will be divided into two parts. First, I will take responsibility for leading a general discussion in which themes and background issues in the literature are highlighted so as to introduce the specific readings for the week. Second, students will be responsible for leading discussion surrounding specific readings (article presentations), followed by 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 and proposal, your weekly reaction papers and article presentations, and your general seminar participation. At the most fundamental level, I will assign grades using my best professional judgment based on the application of professional standards to the task at hand.

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. I will use these criteria in grading your papers.

Reaction papers, article presentations, and general seminar participation will typically be graded using a check, check-plus, or check-minus system, based on my judgment of the amount of thought and extent of reflection evident as well as the reasonableness of your comments. A check-minus paper will be one that lacks focus or is poorly written or undeveloped, a check paper will be adequate, but not particularly remarkable – making a good point or two but not well-developed or discussed, and a check-plus paper will be especially thoughtful, insightful, and articulate. I will develop a grading rubric for more specific guidance. Article presentations, group presentations, and seminar participation will be evaluated in an analogous manner. All group members will get the same grade on group work.

As a general philosophy, I expect everyone to model the highest professional standards in this seminar. 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 the most extenuating circumstances. Finally, I strongly discourage incompletes.

**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. We reserve the right to use all means at our disposal to screen for plagiarism, including electronic citation checkers (e.g., Turnitin.com). For more information on plagiarism, see <http://online.fsu.edu/learningresources/plagiarism>.

**Student Conduct Code.** Everyone in this class is expected to adhere to principles embodied in the FSU Student Contact Code, available at:

<http://www.fsu.edu/Books/Student-Handbook/2003codes/conduct.html>. This code essentially requires everyone to maintain the highest professional standards of conduct in this class, whether in face-to-face meetings or online. Violation of the conduct code carries a range of penalties that can range from a reduced grade to expulsion.

**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>Book</i>                                      |
|-------------|-------------|--|--|
| 1           | 1/11        | Introduction   | ---  |
| 2           | 1/18        | Mortality Revolutions; Historical changes and current patterns; Approaches to the study of mortality | RHN, Chs 1-2<br>Marmot, Intro<br>Klinenberg, pro |
| 3           | 1/25        | Infant Mortality/ Low birth weight – 1: Differentials and determinants                               | Conely, Chs. 1-3                                 |
| 4           | 2/1         | Infant Mortality/ Low birth weight – 2: Consequences and quandaries                                  | Conely, Chs. 4-5<br>Marmot, Ch 9                 |
| 5           | 2/8 Group   | Adult Mortality: Social Class  | RHN Chs 7-9;<br>Marmot, Chs 1-5                  |
| 6           | 2/15 Group  | Adult Mortality: Race / Nativity; Hispanic paradox   | RHN, Ch 4  |
| 7           | 2/22 Group  | Adult Mortality: Sex/Gender; Social Support; Marital status and religion                             | RHN, Chs 3, 5-6;<br>Marmot, Chs 6-7              |
| 8           | 3/1 Group   | Adult Mortality: Health Conditions & Health Status; Multiple causes of death                         | RHN, Chs 10-16                                   |
| 9           | 3/8         | Spring break   | ---  |
| 10          | 3/15 (NIH)  | Old Age Mortality: Life Course effects; Life span & senescence                                       | RHN, Ch 17                                       |
| 11          | 3/22        | External Factors – 1: Violence, accidents, & Suicide   | Klinenberg, chs1-2;<br>Marmot, Ch 8              |
| 12          | 3/29 (PAA)  | Work on papers   | ---  |
| 13          | 4/5         | External Factors –2: Natural disasters & system failure  | Klinenberg, Ch 3 – end;<br>Marmot, Ch 10         |
| 14          | 4/12 (SSS)  | Student Presentations  | ---  |
| 15          | 4/19        | Student Presentations  | ---  |
| 16          | Finals Week | Papers due NOON Wednesday, April 25  |  |

***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. A ‘+’ symbol indicates articles that will be assigned for presentations. Additional citations are included for each week for bibliographic purposes. These may be helpful for papers, presentations, and the like.

\*\*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. Has many links, including to NCHS (source of vital statistics and health survey data) and to the “Morbidity and Mortality Weekly Report” – a compilation of current issues and very focused analysis on specific health/ mortality themes.
- [www.prb.org](http://www.prb.org) – Particularly the folder on HIV/AIDS. Also the 2004 World Population Data Sheet
- <http://www.who.int/whr/en/> World Health Organization’s World Health Report. This is produced annually with different themes. Contains a lot of current data in the statistical appendix.

### **1/11 Introduction – no readings**

### **1/18 Mortality Revolution(s). Historical changes and current patterns. Social demographic approaches to the study of human mortality.**

\*RHN, Chs 1-2

\*Marmot, Introduction

\*Klinenberg, Prologue

\*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.

\*E. Crimmins & T. Seeman (2004) “Integrating biology into the study of health disparities.” *Population Development Review* 30 (sup): 89-107.

Nam, Charles (1994) “Chapter 5, Mortality Processes.” Pp. 129-171 in *Understanding Population Change*. Itasca, IL: Peacock.

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

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

Timaeus, I. & M. Jasseh (2004) “Adult mortality in Sub-Saharan Africa: Evidence from Demographic and Health Surveys.” *Demography* 41 (4):757-772.

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

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

Smith, D. & B. Bradshaw (2006) "Variation in life expectancy during the twentieth century in the United States." *Demography* 43 (#4, Nov):647-657.

Zhao, Z. (2006) "Income inequality, unequal health care, access, and mortality in China" *Population Development Review* 32 (3):461-483.

Edwards, R. & S. Tuljapurkar (2005) "Inequality in life spans and a new perspective on mortality convergence across industrialized countries" *Population Development Review* 31(4):645-674.

+Turra, C., N. Goldman, C. Seplaki, D. Gleib, Y. Lin, & M. Weinstein (2005) "Determinants of mortality at older ages: the role of biological markers of chronic disease." *Population Development Review* 31(4):675-698.

Riley, J. (2005) "The timing and pace of health transitions around the world." *Population Development Review* 31(4):741-764. Also his article in the previous issue: "Estimates of regional and global life expectancy, 1800-2001" *Population Development Review* 31(3): 537-543.

Neumayer, E. (2004) "HIV/AIDS and cross-national convergence in life expectancy." *Population Development Review* 30(4):727-742.

+Sastry, N. (2004) "Trends in socioeconomic inequalities in mortality in developing countries: Sao Paulo, Brazil." *Demography* 41(#3, Aug):443-464.

Vallin, J. & F. Mesle (2005) "Convergences and divergences: an analytical framework of national and sub-national trends in life expectancy." *Genus* 61 (#1):83-124.

Fenton, K. & Validserri, R. (2006) "Twenty-five years of HIV/AIDS." *MMWR* 55(#21, June 2). <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5521a1.htm>

## **1/25 Infant Mortality & Low Birth Weight – 1. Differentials & Determinants.**

\*Conely, Chs 1-3

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

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

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.

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

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

Powers, D. et al., (2005) “Race/ ethnic differences and age-variation in the effects of birth outcomes on infant mortality in the US.” *Demographic Research* 14 (#10):179-216.  
[www.demographic-research.org](http://www.demographic-research.org).

+Stockwell, E., et al. (2005) “Infant mortality and socioeconomic status” *Population Research and Policy Review* 24(4):387 – 409. (Includes two comments on paper.)

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

## **2/1 Infant Mortality & Low Birth Weight –2. Consequences & Quandaries.**

\*Conely, Chs 4-5

\*Marmot, Ch 9

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

Wise, Paul H. (2003) “The anatomy of a disparity in infant mortality.” *Annual Review of Public Health* 24:341-62.

Collins, J, et al (2004) “Very low birthweight in African American infants: The role of maternal exposure to interpersonal racial discrimination.” *American Journal of Public Health* 94(12):2132-2138.

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

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

Ghuman, S. (2003) “Women’s autonomy and child survival: A comparison of Muslims and non-Muslims in four Asian countries.” *Demography* 40(3):419-436.

+Ross, M. (2006) “Is democracy good for the poor?” *American Journal of Political Science* 50 (#4, Oct): 860-874.

+Arokiasamy, P. (2004) “Regional patterns of sex bias and excess female child mortality in India.” *Population-E* 59(6):833-864. OR Kim, D. (2004) “Missing girls in South Korea: trends, levels, and regional variations.” *Population-E* 59(6):865-878..

## **2/8 Adult Mortality: Social Class – patterns and current issues.**

\*RHN, Chs 7-9

\*Marmot, Chs 1-5.

- \*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.
- \*Link, B. & J. Phelan, 1995 "Social conditions as fundamental causes of disease." *Journal of Health & Social Behavior* 36:80-94.
- \*E. Crimmins (2005) "Socioeconomic differentials in mortality and health at the older ages." *Genus* 61 (1):163-176.
- Bond Huie, S., P. Krueger, R. Rogers, & R. Hummer (2003) "Wealth, race and mortality." *Social Science Quarterly* 84(3):667-684.
- Lantz, P., et al., (1998) "Socioeconomic factors, health behaviors, and mortality." *Journal of the American Medical Association* 279(21, June):1703-08.
- 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.
- 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.
- +Menchik, P. (2003) "Economic status as a determinant of mortality among Black and White older men: does poverty kill?" *Population Studies* 47:427-436.
- +Krueger, P., R. Rogers, C. Ridao-Cano, & R. Hummer (2004) "To help or to harm? Food stamp receipt and mortality risk prior to the 1996 Welfare Reform Act." *Social Forces* 82(4):1573-1599.
- +Phelan, J., et al. (2004) "Fundamental causes of social inequality in mortality: a test of the theory." *Journal of Health and Social Behavior* 45(Sept):265-285.
- +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.
- Stephens, A. & M. Marmot (2004) "Socioeconomic status and coronary heart disease: a psychobiological perspective." *Population Development Review* 30 (supplement):133-150.
- Dowd, J & Goldman, N. (2006) "Do biomarkers of stress mediate the relation between socioeconomic status and health." *Journal of Epidemiology & Community Health* 60(7, July):633-639.
- 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.
- Molla, M., J. Madans & D. Wagener (2004) "Differentials in adult mortality and activity limitation by years of education in the United States at the end of the 1990s." *Population Development Review* 30(4):625-646.

Lynch, S. (2006) "Explaining life course and cohort variation in the relationship between education and health." *Journal of Health and Social Behavior* 47 (#4, Dec):324-338.

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/)

James, W., & J. Cossman (2006) "Does regional variation affect ecological mortality research?" *Population Research and Policy Review* 25(2):175-195 – published online.

## **2/15 Adult Mortality: Race / Nativity; Hispanic Paradox; Crossovers**

\*RHN, Ch. 4

\*Frank, R. (2001) "A reconceptualization 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.

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

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

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.

LeClere, F., R. Rogers, & K. Peters (1997) "Ethnicity and mortality in the United States: individual and community correlates." *Social Forces* 76 (1):169-98.

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

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.

+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/)

+Blanchard, T., et al (2004) "Multiple meanings of minority concentration: incorporating contextual explanations into analysis of individual-level US Black mortality outcomes." *Population Research & Policy Review* 23(3):309-26.

+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.

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.

#### Mortality Crossovers

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

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

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.

#### **2/22 Adult Mortality: Sex/ Gender; Social Support (Marital Status and Religion)**

\*RHN, Chs 3, 5-6

\*Marmot, Chs 6-7

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

\*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.

Lillard, L. & C. Panis (1996) "Marital status and mortality: the role of health." *Demography* 33:313-27.

+Musick, M., J. House & D. Williams (2004) "Attendance at religious services and mortality in a national sample." *Journal of Health & Social Behavior* 45(2):198-213.

Rogers, Richard G. 1995. "Marriage, sex, and mortality." *Journal of Marriage and the Family* 57(May): 515-26.

Young, D. & E. Hade. (2004) "Holidays, birthdays, and postponement of cancer deaths." *Journal of the American Medical Association* 292(24):3012-3016

+Dupree, M., A. Franzese & E. Parrado (2006) "Religious attendance and mortality: implications for the Black-White mortality crossover." *Demography* 43(#1, Feb):141-164.

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### **3/1 Adult Mortality: Health conditions & behaviors; Multiple causes of death; Disability**

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### DISABILITY

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### Multiple Causes of Death

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### **3/8 Spring Break**

### **3/15 Old Age Mortality: Life Course Effects; Life Span & Senescence**

\*RHN, Ch 17

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Mirowsky, J. (2005) "Age at first birth, health, and mortality." *Journal of Health and Social Behavior* 46 (#1, March):32-50.

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#### Life Span & Senescence

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B. Carnes, et al., (1996) "The search for a law of mortality." *PDR* 22 (2): 231-63.

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### **3/22 External Factors and Mortality – 1: Violence & Accidents**

\*Klinenberg, Chs 1-2

\*Marmot, Ch 8

Gavrilova, N., et al (2000) "The response of violent mortality to economic crisis in Russia." *Population Research & Policy Review* 19 (5): 397-419.

+Pridemore, W. (2006) "Heavy drinking and suicide in Russia." *Social Forces* 85 (#1, Sept):413430.

+Pampel, F. (2001) "Gender equality and the sex differential in mortality from accidents in high income nations." *Population Research & Policy Review* 20 (5): 397-421.

Rogers, R., et al (2001) "Black-white differentials in adult homicide mortality in the United States." *Social Science Quarterly* 82 (3):435-52.

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+Messner, S., E. Baumer & R. Rosenfeld (2004) "Dimensions of social capital and rates of criminal homicide." *American Sociological Review* 69 (#6, Dec):882-903.

Messner, S., R. Baller & M. Zevenbergen (2005) "The legacy of lynching and southern homicide." *American Sociological Review* 70 (#4, Aug):633-655.

### **3/29 PAA – No class. Work on papers.**

### **4/5 External Factors and Mortality – 2: "Natural" Disasters & System Failure**

\*Klinenberg, Chs 3 – epilogue

\*Marmot, Ch 10

+Browning, C., et al (2006) "Neighborhood social processes, physical conditions, and disaster-related mortality: the case of the 1995 Chicago heat wave." *American Sociological Review* 71 (#4, Aug):661-678.

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+Goodkind, D. & L. West (2001) "The North Korean famine and its demographic impact." *Population Development Review* 27 (2):219-38.

Merli, G. (2000) "Socioeconomic background and war mortality during Vietnam's wars." *Demography* 37 (1): 1-15.

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Cai, Y. & W. Feng (2005) "Famine, social disruption, and involuntary fetal loss: Evidence from Chinese survey data." *Demography* 42(#2, May):301-322.

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+Burnham, G., R. Lafta, S. Doocy, & L. Roberts (2006) "Mortality after the 2003 invasion of Iraq: a cross-sectional cluster sample survey." <http://www.thelancet.com> October 11, 2006.

Verpoorten, M. (2005) "The death toll of the Rwandan genocide." *Population-E* 60 (4):331-368.

Waltisperger, D. & F. Mesle (2005) "Economic crisis and mortality: the case of Antananarivo, 1976-2000." *Population-E* 60(3):199-230.

**4/12 Student presentations – 1 (no readings)**

**4/19 Student presentations – 2 (no readings)**

**4/25 – Noon. Final papers due.**

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