



**SYLLABUS: Mortality (SYD5215-01)**  
**Spring 2009**  
**R 1:00-4:00, BEL 517**

**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 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 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. 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* (5% of course grade). A seminar is designed to be a setting where a group reads, critiques, and adds to existing 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* (10% of course grade). Everyone must write a 500 word paper (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 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 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, composition is required to be graduate quality.

3. *Article Presentations* (10% of course grade). Each student will be assigned to play a leading role in the class discussion of 2-3 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 still maybe 10 minutes of the presentation should describe the basic flow of the article’s content: Question, problem context, data, methods, findings, conclusions. Following this, the discussion leader should 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, your demonstration of your increasing mastery of the subject matter and your initial pass at a contribution to it. 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 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. Third is a research proposal, which extends the goal of the second type of paper to lay out the 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 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 (3-5 pages) are due Monday, February 23. The last two class meetings (April 16 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 28. 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 2 to discuss your initial ideas and interests for the paper, (2) the week of March 2 to discuss your proposal, and (3) the week of April 6 to review your progress and help with any problems you may be having. Please remember to send me an email so we can set up individual time slots. 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 that will be used in article presentations and more general bibliographic resources. 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 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), 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, and your general seminar 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, article presentations, and general seminar participation 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 generally inadequate, 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 thoughtful, insightful, and articulate. Article presentations and seminar participation 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 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>Comment</i>
1	1/8	Introduction to class	
2	1/15	Approaches to the study of mortality	
3	1/22	Mortality transitions in history & the future	
4	1/29	Infant Mortality/ Low birth weight – 1: Differentials and determinants	
5	2/5	Infant Mortality/ Low birth weight – 2: Consequences and quandaries	Meet on paper idea
6	2/12	Adult Mortality: Social Class; Area inequalities	
7	2/19	Adult Mortality: Race / Nativity; Hispanic paradox; Crossovers	
8	2/26	Adult Mortality: Sex/Gender	Paper proposal due Monday 2/23
9	3/5	Adult Mortality: Social Relations; Marital status and religion; Psychosocial Processes	Meet on paper
10	3/19	Adult Mortality: Life Course effects	
11	3/26 (NIH)	Adult Mortality: Health Conditions & Health Status; Disability; Multiple causes of death	Guest seminar leader
12	4/2 (SSS)	Work on papers	
13	4/9	External Factors – Violence, Natural (?) Disasters & System Failure	Meet on paper
14	4/16	Student Presentations	
15	4/23	Student Presentations	
--	Finals Week	Papers due NOON Tuesday, April 28	

#### ***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 (also required of everyone). 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.

**1/8 Introduction – no readings**

**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.

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

+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.

+Hayward, M. (2004) "The long arm of childhood: The influence of early-life social conditions on men's mortality." *Demography* 41(1):87-107.

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

+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.

**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.*)

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

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

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

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

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

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

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.

Hill, K. (2008) "Low-cost routes to good health: A review essay." *Population & Development Review* 34(4): 777-97.

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.

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

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.

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

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

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

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.

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

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

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

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

\*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.

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

+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
- 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.
- 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).
- Sastry, N. & J. Hussey (2003) "An investigation of racial and ethnic disparities in birth weight in Chicago neighborhoods." *Demography* 40(4):701-725.
- Sowards, K. (1997) "Premature birth and the changing composition of newborn infectious disease mortality: reconsidering "exogenous" mortality." *Demography* 34:399-409.
- Stockwell, E., et al (2005) "Infant mortality and socioeconomic status." *Population Research and Policy Review* 24(4):387 – 409. (Includes two comments on paper.)
- Wise, Paul H. (2003) "The anatomy of a disparity in infant mortality." *Annual Review of Public Health* 24:341-62.
- 2/5 Infant Mortality & Low Birth Weight –2. Consequences & Quandaries.**
- \*Marmot, Ch 9 (*Also read his introduction, if you haven't already.*)
- \*Conley, D. & N. Bennett (2000) "Is biology destiny? Birth weight and life chances." *Am Soc Rev* 65 (June):458-67.
- \*Palloni, A. (2006) "Reproducing inequalities: luck, wallets, and the enduring effects of childhood health." *Demography* 43 (#4, Nov): 587-615.
- +Colen, C. et al (2006) "Maternal upward socioeconomic mobility and Black-White disparities in infant birthweight." *American Journal of Public Health* 96: 2032-2039.

- +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.
- Arokiasamy, P. (2004) "Regional patterns of sex bias and excess female child mortality in India." *Population-E* 59(6):833-864.
- 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.
- Conley, D. & K. Springer (2001) "Welfare state and infant mortality." *Am J Soc* 107 (3):768-807.
- 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.
- LaVeist, T. (1992) "The political empowerment and health status of African Americans: mapping a new territory." *Am J of Soc* 97(4):1080-95.
- Ross, M. (2006) "Is democracy good for the poor?" *American Journal of Political Science* 50 (#4, Oct): 860-874.
- Tapia Granados, J. (2008) "Macroeconomic fluctuations and mortality in postwar Japan." *Demography* 45(#2): 323-343.
- 2/12 Adult Mortality: Social Class – patterns and current issues.**
- \*Marmot, Intro & chs 1-5.
- \*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.
- +Cossman, R., et al (2008) "Reconsidering the rural-urban continuum in rural health research: a test of stable relationships using mortality as a health measure." *Population Research & Policy Review* 27:459-76.
- +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.
- +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.
- 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.
- Fortson, J. (2008) "The gradient in sub-Saharan Africa: socioeconomic status and HIV." *Demography* 45 (#2): 303-322.
- 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.
- James, W., & J. Cossmann (2006) "Does regional variation affect ecological mortality research?" *Population Research and Policy Review* 25(2):175-195.
- 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.
- Link, B. et al (2008) "The resources that matter: Fundamental social causes of health disparities and the challenge of intelligence." *Journal of Health and Social Behavior* 49 (1):72-91.
- 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.
- Menchik, P. (2003) "Economic status as a determinant of mortality among Black and White older men: does poverty kill?" *Population Studies* 47:427-436.
- 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.

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., 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.

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.

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

Zimmer, Z. et al. (2007) "Education of adult children and mortality of their elderly parents in Taiwan." *Demography* 44 (2): 289-305.

## **2/19 Adult Mortality: Race / Nativity; Hispanic Paradox; Crossovers**

\*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.

+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.

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.

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.

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

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

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