

## **Methods Of Life Course Research Qualitative And Quantitative Approaches**

**'A Life Course Approach to Chronic Disease Epidemiology'** provides a detailed and up-to-date review of research findings which suggest that many of the chronic diseases prevalent in adult life have their origins in early life.

Using a life course approach, the main chapters in this truly original and enlightening text focus on health and well-being during each of our life stages. A wide range of contemporary literature from disciplines such as public health, sociology, epidemiology and social policy are drawn upon to examine key health and well-being issues in these stages, and to illustrate how health effects can accumulate across the life course. Interactive activities based on the text and on extracts from primary sources are used to encourage critical reflection and debate. Mary Larkin's book will be essential reading for students on the many courses that need an understanding of health and well-being across all age groups. It will also be an invaluable resource for those in the health and social care sector as well as practitioners working in the field.

**Methods of Life Course Research Qualitative and Quantitative Approaches** SAGE

Global health is a rapidly emerging discipline with a transformative potential for public policy and international development. Emphasizing transnational health issues, global health aims to improve health and achieve health equity for all people worldwide. Its multidisciplinary scope includes contributions from many disciplines within and beyond the health sciences, including clinical medicine, public health, social and behavioral sciences, environmental sciences, economics, public policy, law and ethics. This large reference offers up-to-date information and expertise across all aspects of global health and helps readers to achieve a truly multidisciplinary understanding of the topics, trends as well as the clinical, socioeconomic and environmental drivers impacting global health. As a fully comprehensive, state-of-the-art and continuously updated, living reference, the Handbook of Global Health is an important, dynamic resource to provide context for global health clinical care, organizational decision-making, and overall public policy on many levels. Health workers, physicians, economists, environmental and social scientists, trainees and medical students as well as professionals and practitioners will find this handbook of great value.

**Critical Reflections from the Social Sciences**

**The Problems and Promises of Developmental Science**

**Mixed Methods Research**

**The Cambridge Handbook of Cognitive Aging**

**Life Course Perspectives on Military Service**

**Information & Communication Technologies, generations, and the life course**

The wide-ranging scope of the Handbook of Life-Course Criminology covers genetics and environment, child offenders and late bloomers, the impact of school and peers, lifelong and time-limited criminal careers, and qualitative and quantitative methodologies. This unique Handbook is further set apart by its dual coverage of the leading edge of current research and innovative directions for future work in the field. Pathways to crime have been a central concept of criminology from its inception. Accordingly, a lifespan approach to the field has replaced earlier biological and sociological perspectives with a more nuanced understanding of offender behavior and a wider lens of study. The contributions to this Handbook break down issues of criminal and antisocial behavior from early childhood to late adulthood, examining developmentally targeted prevention and intervention strategies and reviewing emerging trends in research. Among the topics: · Childhood: including physical aggression in childhood, pre- and peri-natal development, and environment. · Adolescence: the impact of schooling, unstructured time with peers, gang membership and peer networks. · Adulthood: Adult onset crime, unemployment in emerging adulthood, crime and adult outcomes. · Prevention and Intervention: community programs, lifetime intervention strategies, re-entry. This volume will be a valuable piece for researchers in Criminology and Criminal Justice as well as related disciplines such as Sociology, Developmental Psychology, and Social Policy. It will serve as an important reference for the current state of research, as well as a roadmap for future scholars. "This impressive Handbook provides comprehensive coverage of key developmental and life course issues in criminology from birth to adulthood, including biology, genetics, gangs, schools, neighborhoods, adult onset, desistance, and interventions. The research recommendations in each chapter are especially important, and they should stimulate advances in knowledge for many years to come. This Handbook should be required reading for all criminologists." David P. Farrington, Professor of Psychological Criminology, Cambridge University, Cambridge, UK "In just a few decades developmental criminology has become the dominant intellectual force in criminology. This volume demonstrates why. It provides incisive reviews of important themes in developmental criminology. More importantly, it lays out rich agendas for future research that should inspire the next generation of developmental criminologists." Daniel S. Nagin, Teresa and H. John Heinz III University Professor of Public Policy and Statistics, Carnegie Mellon University,

**Pittsburgh, PA, USA**

**Sixth edition of the hugely successful, internationally recognised textbook on global public health and epidemiology comprehensively covering the scope, methods, and practice of the discipline.**

**Calendar and Diary Methods in Life Events Research offers a road map to those who wish to use calendar and diary methods in their own research.**

**Finally, a practical guide to mixed methods research has been written with health and human services professionals in mind. Watkins and Gioia review the fundamentals of mixed methods research designs and the general suppositions of mixed methods procedures, look critically at mixed method studies and models that have already been employed in social work, and reflect on the contributions of this work to the field. But what is most important is that they lead the reader through considerations for the application of the mixed methods research in social work settings. The chapters of this book are structured so that readers can (figuratively) walk through the mixed methods research process using nine steps. Chapters one, five, and six provide supplemental material meant to serve as grounding for chapters two, three, and four, which outline nine steps in the mixed methods research process, and specific to social work research. This is a short and practical guide not just for learning about mixed methods research, but also doing it.**

**Lives in Time and Place and Invitation to the Life Course**

**Stress and Adversity Over the Life Course**

**Researching the Lifecourse**

**A Life Course Approach to Healthy Ageing**

**Consumer Behavior over the Life Course**

**Designing, analysing and understanding family based studies in life course epidemiology**

This title investigates the lifetime determinants of healthy ageing and their implications for policy and practice, bringing together authorities in ageing research and knowledge transfer from across the world.

Invitation to the Life Course: Toward New Understandings of Later Life discusses in depth the challenges of age, time, and social contexts for the study of aging and later life.

Understanding aging (as a process) and later life (as a period) must be accompanied by serious attention to the life course. This brings significant challenges related to time, as gerontologists must describe and explain life patterns over many decades. It also brings significant challenges related to place, as gerontologists must examine how social contexts structure pathways into and through later life, and how those contexts affect the nature and meaning of experiences along the way. This book is a natural extension of the editor's previous work, "Lives in Time and Place: The Problems and Promises of Developmental Science" (Baywood, 1999).

The SAGE Reference Series on Disability is a cross-disciplinary and issues-based series incorporating links from varied fields that make up Disability Studies. This volume tackles issues relating to disability through the life course.

The Life-Course of Serious and Violent Youth Grown Up addresses significant gaps in the literature on youth involved in chronic, serious, and violent offending. Through longitudinal research and a long follow-up into adulthood, it challenges common perceptions about offending outcomes. Using theoretically grounded, methodologically sophisticated and empirically driven research, this book culminates 20 years of data emerging from the Incarcerated Serious and Violent Young Offender Study (ISVYOS). Initiated in 1998 to understand the origins of serious and violent youth offending, it follows 1,719 formerly incarcerated youth through adulthood and offers a contemporary perspective to questions about chronic offending in adolescence and social and offending outcomes in adulthood. The authors provide a theoretically framed examination of new findings from the ISVYOS regarding participants' justice system involvement, from onset to persistence to desistance. Most participants experienced continued involvement in the justice system in adulthood. However, contrary to past literature, ISVYOS findings challenge static descriptions of chronic offending and notions of the youth "super predator". ISVYOS findings also challenge assertions that experiences and risk factors in childhood and adolescence are not informative of adult justice system involvement. Together, the findings call for a more humanistic approach that recognizes that the complex lives of individuals formerly incarcerated in adolescence implies that desistance does not happen by default. This book will be of great interest to scholars, researchers, and students of forensic psychology, developmental and life course criminology, youth justice, and violent crime.

**A Life Course Perspective**

**Oxford Textbook of Nature and Public Health**

**The role of nature in improving the health of a population**

**Trajectories and Turning Points**

**A Twenty-Year Longitudinal Study**

**A Life Course Approach to Mental Disorders examines the causes and consequences of a wide-range of mental disorders throughout life, from the peri-natal period through old age.**

**"This book will be of interest to researchers, clinicians, and epidemiologists, to clarify their thinking about life course pathways and the nature of life course evidence.**

Human beings have always been affected by their surroundings. There are various health benefits linked to being able to access to nature; including increased physical activity, stress recovery, and the stimulation of child cognitive development. The Oxford Textbook of Nature and Public Health provides a broad and inclusive picture of the relationship between our own health and the natural environment. All aspects of this unique relationship are covered, ranging from disease prevention through physical activity in green spaces to innovative ecosystem services, such as climate change adaptation by urban trees. Potential hazardous consequences are also discussed including natural disasters, vector-borne pathogens, and allergies. This book analyses the complexity of our human interaction with nature and includes sections for example epigenetics, stress physiology, and impact assessments. These topics are all interconnected and fundamental for reaching a full understanding of the role of nature in public health and wellbeing. Much of the recent literature on environmental health has primarily described potential threats from our natural surroundings. The Oxford Textbook of Nature and Public Health instead focuses on how nature can positively impact our health and wellbeing, and how much we risk losing by destroying it. The all-inclusive approach provides a comprehensive and complete coverage of the role of nature in public health, making this textbook invaluable reading for health professionals, students, and researchers within public health, environmental health, and complementary medicine.

Over the last four decades the sociological life course approach with its focus on the interplay of structure and agency over time life course perspective has become an important research perspective in the social sciences. Yet, while it has successfully been applied to almost all fields of social inquiry it is much less used in research studying migrant populations and their integration patterns. This is puzzling since understanding immigrants' integration requires just the kind of dynamic research approach this approach puts forward: any integration theory actually refers to life course processes. This volume shows fruitful cross-linkages between the two research traditions. A range of studies are presented that all apply sociological life course concepts to research on migrants and migrant groups in Europe. The book is organized thematically, indicating different important domains in the life course. Using a wide variety of methodological approaches, it covers both quantitative studies based on population census data and survey material as well as qualitative studies based on interviews. Attention is paid to the life courses of those who migrated themselves as well as their offspring. The studies cover different European countries, relating to one national context or a particular local setting in a city as well as cross-country comparisons. Overall the book shows that applying the sociological life course approach to migration and integration research may advance our understanding of immigrant settlement patterns as well as further develop the life course perspective

A Life-Course Perspective on Migration and Integration

Family Violence Across the Life Course

The Life-Course of Serious and Violent Youth Grown Up

Methods of Life Course Research

Handbook of Global Health

Encyclopedia of Gerontology and Population Aging

Despite the well-established consensus on the need for an interdisciplinary research paradigm to understand the unfolding of human lives within their social context, existing empirical research rarely embraces this belief. This volume aims at examining the feasibility and hurdles of

interdisciplinarity specific to given research fields by bringing together leading North-American and European researchers in sociology, psychology, social psychology and social demography, all highly concerned with fostering an interdisciplinary perspective for the study of the human life course.

The contributions are organized along four major axes, three of them substantive (agency and structure, transitions, and biographical re-constructions) and one methodological (methodological innovations), leaving ample leeway for the contributions to address the specific gains and difficulties of empirical interdisciplinary research within their particular domain. The editors introduce the volume by discussing general features, theoretical linkages, and transversal substantive themes of interdisciplinarity in life course research. Likewise, the volume is ended by the editors' conclusions based on the contributions; they single out major challenges and difficulties for the interdisciplinary study of the life course, together with some promising research meant to address such difficulties and improve current knowledge about the life course. The volume speaks to both experienced scholars and graduate students of the life course. Advanced scholars will benefit from the latest in life course research domains and from a comprehensive overview of life course methodologies. Graduate students of the life course will find in the book an original introduction to many empirical aspects of life course research and to the application of innovative methods to various research settings, as well as rich bibliographical references from the research literature in English, German and French.

This edited volume provides a comprehensive and critical review of what we know about military service and the life course, what we don't know, and what we need to do to better understand the role of military service in shaping people's lives. It demonstrates that the military, like colleges and prisons, is a key social institution that engages individuals in early adulthood and shapes processes of cumulative (dis)advantage over the life course. The chapters provide topical synthesizes of the vast but diffuse research literatures on military service and the life course, while the volume as a whole helps to set the agenda for the next generation of data collection and scholarship. Chapter authors pay particular attention to how the military has changed over time; how experiences of military service vary across cohorts and persons with different characteristics; how military service affects the lives of service members' spouses, children, and families; and the linkages between research and policy.

What are the most effective methods for doing life-course research? In this volume, the field's founders and leaders answer this question, giving readers tips on: the art and method of the appropriate research design; the collection of life-history data; and the search for meaningful patterns to be found in the results.

Giele and Elder introduce the life course approach, show how it developed and what it entails, consider how to collect and organise longitudinal data, and explore the analysis and interpretation of life course data.

A Life-Course Approach

A Life Course Approach to Women's Health

Research Frontiers and New Directions

Gender and the Life Course

Family matters

Sociological and Psychological Perspectives

Understanding the Life Course provides a uniquely comprehensive guide to the entire life course from an interdisciplinary perspective. Combining important insights from sociology and psychology, the book presents the concept's theoretical underpinnings in an accessible style, supported by real-life examples. From birth and becoming a parent, to death and grieving for the loss of others, Lorraine Green explores all stages of the life course through key research studies and theories, in conjunction with issues of social inequality and critical examination of lay viewpoints. She highlights the many ways the life course can be interpreted, including themes of linearity and multidirectionality, continuity and discontinuity, and the interplay between nature and nurture. The second edition updates key data and includes additional material on topics such as new technologies, changing markers of transitions to adulthood, active ageing, resilience and neuropsychology. This comprehensive approach will continue to be essential reading for students on vocational programmes such as social work and nursing, and will provide thought-provoking insight into the wider contexts of the life course for students of psychology and sociology.

This book provides a comprehensive, fully referenced and readable review of the latest scientific evidence linking women's experiences in childhood and young adult life to their health and disease risk in midlife and beyond. It emphasises the interactive nature of biological, psychological and social risks to health and focuses on the key risks to health for women in developing as well as developed countries. Commentaries on each chapter are given by international experts.

Are Information and Communication Technologies (ICTs) connecting families? And what does this mean in terms of family routines, relationships, norms, work, intimacy and privacy? This edited collection takes a lifecourse and generational perspective covering theory, including posthumanism and strong structuration theory, and methodology, including digital and cross-disciplinary methods. It presents a series of case studies on topics such as intergenerational connections, work-life balance, transnational families, digital storytelling and mobile parenting. It will give students, researchers and practitioners a variety of tools to make sense of how ICTs are used, appropriated and domesticated in family life. These tools allow for an informed and critical understanding of ICTs and family dynamics.

This eight-volume encyclopedia brings together a comprehensive collection of work highlighting established research and emerging science in all relevant disciplines in gerontology and population aging. It covers the breadth of the field, gives readers access to all major sub-fields, and illustrates their interconnectedness with other disciplines. With more than 1300 cross-disciplinary contributors—including anthropologists, biologists, economists, psychiatrists, public policy experts, sociologists, and others—the encyclopedia delves deep into key areas of gerontology and population aging such as ageism, biodemography, disablement, longevity, long-term care, and much more. Paying careful attention to empirical research and literature from around the globe, the encyclopedia is of interest to a wide audience that includes researchers, teachers and students, policy makers, (non)governmental agencies, public health practitioners, business planners, and many other individuals and organizations.

Understanding the Life Course

Connecting Families?

The Routledge Handbook of Contemporary Inequalities and the Life Course

Volume II

Disability Through the Life Course

Health and Well-Being Across the Life Course

This book examines the influence of early stressful experiences over the life course.

This open access book examines health trajectories and health transitions at different stages of the life course, including childhood, adulthood and later life. It provides assess the role of biological and social transitions on health status over time. The essays examine a wide range of health issues, including the consequences of military mass index, childhood obesity and cardiovascular health, socio-economic inequalities in preventive health care use, depression and anxiety during the child rearing period, trajectories and transitions in people with cystic fibrosis and oral health over the life course. The book addresses theoretical, empirical and methodological issues as well as different national contexts, which help to identify factors of vulnerability and potential resources that support resilience available for specific groups and/or populations, and the ability of individuals to adapt to their social environment. This book analyzes health as a dynamic experience. It examines how different aspects of individual health change over time as a result of aging but also in relation to changing socioeconomic conditions. It also offers readers potential insights into public policies that affect the health status of populations.

This book is open access under a CC BY 4.0 license. This handbook synthesizes and analyzes the growing knowledge base on life course health development (LCHD) from childhood through emerging adulthood, with implications for clinical practice and public health. It presents LCHD as an innovative field with a sound theoretical framework for understanding wellness and disease from a lifespan perspective, replacing previous medical, biopsychosocial, and early genomic models of health. Interdisciplinary chapters address major health concerns (diabetes, obesity), important less-studied conditions (hearing, kidney health), and large-scale issues (nutrition, adversity) from a lifespan viewpoint. The book concludes with the editors' research agenda.

priorities for future LCHD research and its application to health care practice and health policy. Topics featured in the Handbook include: The prenatal period and its effect on obesity and metabolic outcomes. Pregnancy complications and their effect on women's cardiovascular health. A multi-level approach for obesity prevention in children. The LCHD framework to autism spectrum disorder. Socioeconomic disadvantage and its influence on health development across the lifespan. The importance of nutrition on health development across the lifespan. The Handbook of Life Course Health Development is a must-have resource for researchers, clinicians/professionals, and graduate students in developmental psychology/science; maternal and child health; social work; health economics; educational policy and politics; and medical law as well as many interrelated subdisciplines in psychology, medicine, public health, mental health, education, social welfare, economics, sociology, and law.

Intro -- Half Title -- Title Page -- Copyright Page -- Dedication -- Contents -- Preface -- Introduction -- List of Contributors -- I Gender and the Life Course in Historical and Evolutionary Perspectives on Sex Differences in the Higher Primates -- 2 Age, Gender, and the Demographic Transition: The Life Course in Agrarian Societies -- 3 The Life Course, Savings, and Demographic Adaptation: Some Historical Evidence for the United States and Europe -- 4 The Demography of Life-Span Transitions: Temporal and Gender C -- -- II Gender Differentiation and Social Institutions -- A. Gender and Individual Development -- 5 The Psychobiology of Gender -- 6 The Subjective Experience of Life-Span -- -- B. Gender, Age, and Deviance -- 7 The Effect of Age and Gender on Deviant Behavior: A Biopsychosocial Perspective -- C. Gender and the Family -- 8 Fertility as an Adaptive Risk -- 9 Gender and Parenthood -- D. Gender and the Economy -- 10 Family, Gender, and Occupation in Industrial France: Past and Present -- 11 The Work Histories of Women: Men: What We Know and What We Need to Find Out -- 12 Organizational Barriers to Gender Equality: Sex Segregation of Jobs and Opportunities -- E. Gender and the State -- 13 Gender Politics: Love and Power in the Private and Public Spheres -- 14 Women and the State: Ideology, Power, and the Welfare State -- III Gender and the Life Course in Modern Societies -- 15 Interpretive Social Science and Research on Aging -- 16 Life-Course Analysis in Social Gerontology: Using Replicated Social Surveys to Study Cohort Differences -- 17 Aging Policies and Old Women: The Hidden Agenda -- 18 Women, Men, and the Lengthening Life Course -- Author Index -- Subject Index

Towards an Interdisciplinary Perspective on the Life Course

Handbook of Life Course Health Development

Emerging Trends and Directions for Future Research

A Life Course Approach to Mental Disorders

The Craft of Life Course Research

Handbook of the Life Course

*Intimate partner violence, family abuse, neglect and exploitation exist for persons of all ages, so it is imperative to recognise the special vulnerabilities of victims and patterns of perpetration from early to later life. This book offers a fresh look at the research, policy and prevention work from an ecological and life course perspective.*

*Life course epidemiology is concerned with the origins of risk, resilience, and the processes of ageing, and how this information can be of value in a public health context – particularly for preventive health care. Its challenge is to discover, develop and analyse sources of data that cover many years of life, especially the early developmental period when, it is thought, some fundamental aspects of lifetime health begin. It also analyses genetic propensity and environmental exposures. The rapid development of life course epidemiology, in parallel with new work on developmental biology and the biology of ageing, has brought innovative and ingenious methods of data collection. These require new methodological techniques for the design of observational and quasi-experimental studies of life course pathways to adult health. This book describes these developments, together with arguments for improving the measurement of the social environment and its role in developing individual vulnerability or adaptation. The development of bio-bank large-scale population studies for the investigation of genetic effects is discussed, alongside the challenges this creates for the epidemiologist. The changing design of studies, increasing flow of longitudinal data, management of data, analytic challenges, timing, and both traditional and more recent methods of managing these features in the study of causality, are discussed. Life course epidemiology has an essential role in developing methods to evaluate precisely the impact of interacting developmental, environmental, and genetic effects, knowledge of which is fundamental for the design of effective prevention strategies in public health, as well as for the advancement of understanding in the broader spheres of health and medicine.*

*Building on the success of the 2003 Handbook of the Life Course, this second volume identifies future directions for life course research and policy. The introductory essay and the chapters that make up the five sections of this book, show consensus on strategic “next steps” in life course studies. These next steps are explored in detail in each section: Section I, on life course theory, provides fresh perspectives on well-established topics, including cohorts, life stages, and legal and regulatory contexts. It challenges life course scholars to move beyond common individualistic paradigms. Section II highlights changes in major institutional and organizational contexts of the life course. It draws on conceptual advances and recent empirical findings to identify promising avenues for research that illuminate the interplay between structure and agency. It examines trends in family, school, and workplace, as well as contexts that deserve heightened attention, including the military, the criminal justice system, and natural and man-made disaster. The remaining three sections consider advances and suggest strategic opportunities in the study of health and development throughout the life course. They explore methodological innovations, including qualitative and three-generational longitudinal research designs, causal analysis,*

growth curves, and the study of place. Finally, they show ways to build bridges between life course research and public policy.

In the past ten years, research on stress has increased dramatically. *Psychosocial Stress: Perspectives on Structures, Theory, Life-Course, and Methods* brings researchers, clinicians, and academics up-to-date on the many facets of this research, including: Features: \* The components of stress: factors, situations, and personality variables that elicit and mediate stress \* Theoretical perspectives in the study of stress \* Life-course perspectives on stress \* Methodology used in stress research

*Calendar and Time Diary Methods in Life Course Research*

*Qualitative and Quantitative Approaches*

*Oxford Textbook of Global Public Health*

*A Life Course Approach to Chronic Disease Epidemiology*

*Handbook of Life-Course Criminology*

*Research Policy and Prevention*

**This book examines consumer behavior using the “life course” paradigm, a multidisciplinary framework for studying people's lives, structural contexts, and social change. It contributes to marketing research by providing new insights into the study of consumer behavior and illustrating how to apply the life course paradigm’s concepts and theoretical perspectives to study consumer topics in an innovative way. Although a growing number of marketing researchers, either implicitly or explicitly, subscribe to life course perspectives for studying a variety of consumer behaviors, their efforts have been limited due to a lack of theories and methods that would help them study consumers over the lifecycle. When studying consumers over their lifespan, researchers examine differences in the consumer behaviors of various age groups (e.g., children, baby boomers, elderly, etc.) or family life stages (e.g., bachelors, full nesters, empty nesters, etc.), inferring that consumer behavior changes over time or linking consumption behaviors to previous experiences and future expectations. Such efforts, however, have yet to benefit from an interdisciplinary research approach. This book fills this gap in consumer research by informing readers about the differences between some of the most commonly used models for studying consumers over their lifespan and the life course paradigm, and providing implications for research, public policy, and marketing practice. Presenting applications of the life course approach in such research topics as decision making, maladaptive behaviors (e.g., compulsive buying, binge eating), consumer well-being, and cognitive decline, this book is beneficial for students, scholars, professors, practitioners, and policy makers in consumer behavior, consumer research, consumer psychology, and marketing research.**

**Decades of research have demonstrated that normal aging is accompanied by cognitive change. Much of this change has been conceptualized as a decline in function. However, age-related changes are not universal, and decrements in older adult performance may be moderated by experience, genetics, and environmental factors. Cognitive aging research to date has also largely emphasized biological changes in the brain, with less evaluation of the range of external contributors to behavioral manifestations of age-related decrements in performance. This handbook provides a comprehensive overview of cutting-edge cognitive aging research through the lens of a life course perspective that takes into account both behavioral and neural changes. Focusing on the fundamental principles that characterize a life course approach - genetics, early life experiences, motivation, emotion, social contexts, and lifestyle interventions - this handbook is an essential resource for researchers in cognition, aging, and gerontology.**

**Family-based studies, including intergenerational, sibling, and twin studies, are increasingly being used to explore life course epidemiology. However, there are issues relating to study design and the statistical analysis of family-based studies that are still not well understood, and comprehending the underlying assumptions of these studies and drawing the inferences from them can be complex. This book provides the knowledge and skills required to design, analyse, and correctly interpret family-based studies. It explains what these studies can tell us about life course epidemiology; provides practical guidance on how to set-up and maintain birth cohorts for completing family-based studies in life course epidemiology; describes how to undertake appropriate statistical analyses of family-based studies and correctly interpret results from these analyses; and provides examples that illustrate the ways in which family-based studies can enhance our understanding of life course epidemiology. In addition, there is discussion of difficulties specific to setting up such studies in low- and middle-income countries, and issues relating to proxy informants, where parents provide information on children and vice versa, or siblings provide information about each other. Examples of how family-based studies have been used in understanding the life course epidemiology of cardiovascular disease, mental health, and reproductive health illustrate the applicability of the research to these areas, but also more generally to the wider field of life course epidemiology.**

**Researching the Lifecourse features methods linking time, space and mobilities and provides practitioners with practical detail in each chapter. It covers the full lifecourse and includes innovative methods and case study examples from different European and North American contexts.**

**Psychosocial Stress**

**Perspectives on Structure, Theory, Life-course, and Methods**

**A Life Course Perspective on Health Trajectories and Transitions**

**Family Violence and Criminal Justice**

**Epidemiological Methods in Life Course Research**

**Drawing upon perspectives from across the globe and employing an interdisciplinary life course approach, this handbook explores the production and reproduction of different types of inequality across a variety of social contexts. Inequalities are not static, easily measurable, and essentially quantifiable circumstances of life. They are processes which impact on individuals throughout the life course,**

*interacting with each other, accumulating, attenuating, reproducing, or distorting themselves along the way. The chapters in this handbook examine various types of inequality, such as economic, gender, racial, and ethnic inequalities, and analyse how these inequalities manifest themselves within different aspects of society, including health, education, and the family, at multiple levels and dimensions. The handbook also tackles the global COVID-19 pandemic and its striking impact on the production and intensification of inequalities. The interdisciplinary life course approach utilised in this handbook combines quantitative and qualitative methods to bridge the gap between theory and practice and offer strategies and principles for identifying and tackling issues of inequality. This book will be indispensable for students and researchers as well as activists and policy makers interested in understanding and eradicating the processes of production, reproduction, and perpetuation of inequalities.*

*This book brings together prominent investigators to provide a comprehensive guide to doing life course research, including an “inside view” of how they designed and carried out influential longitudinal studies. Using vivid examples, the contributors trace the connections between early and later experience and reveal how researchers and graduate students can discover these links in their own research. Well-organized chapters describe the best and newest ways to: \*Use surveys, life records, ethnography, and data archives to collect different types of data over years or even decades. \*Apply innovative statistical methods to measure dynamic processes that result in improvement, decline, or reversibility in economic fortune, stress, health, and criminality. \*Explore the micro- and macro-level explanatory factors that shape individual trajectories, including genetic and environmental interactions, personal life history, interpersonal ties, and sociocultural institutions.*

*The historical context of family violence is explored, as well as the various forms of violence, their prevalence in specific stages of life, and responses to it made by the criminal justice system and other agencies. The linkage among child abuse, partner violence and elder abuse is scrutinized, and the usefulness of the life-course approach is couched in terms of its potential effect on policy implications; research methods that recognize the importance of life stages, trajectories, and transitions; and crime causation theories that can be enhanced by it.*