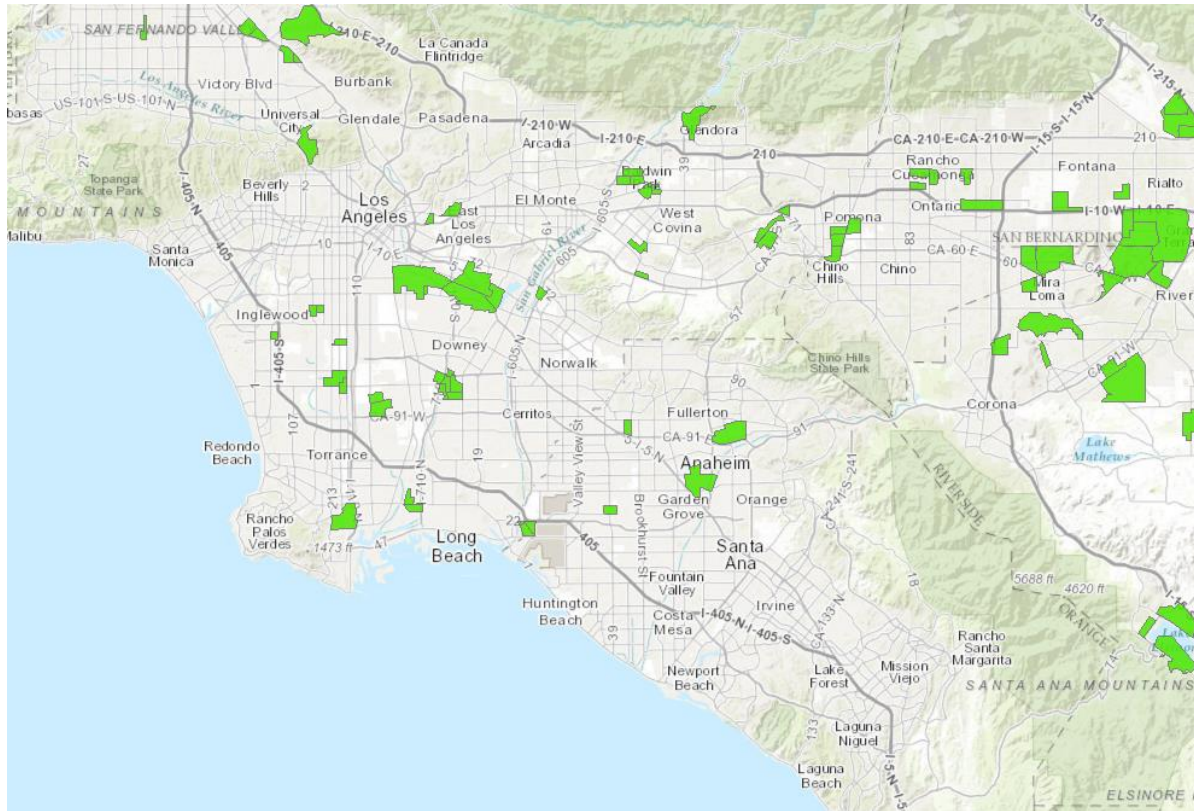


Public Health 102: SOCIAL EPIDEMIOLOGY



Food Access Research Access (<http://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx>)

Official catalogue description: Overviews evidence linking environmental factors to mental and physical disorders including such variables as socioeconomic status, income inequality, work stress, job loss, social capital, location, and other demographic characteristics. Measurement and research design issues of both individual and aggregate levels.

Additionally: Social epidemiology is the branch of epidemiology that focuses on the ways that social, cultural, economic, and political forces affect our physical and mental health. Inherently inter-disciplinary, social epidemiology combines the theories and methods of traditional quantitative epidemiology with those of the social sciences, especially sociology, psychology, anthropology, and economics. This class will explore social conditions and systems that affect health and wellness and then investigate five health issues – HIV/AIDS, obesity, cancer, depression, and gun violence – and the social forces that greatly influence them.

Times and location: Monday and Wednesday, 12:30pm - 1:50pm
Information & Computer Science 174

Instructor: Dr. Theodore Gideonse (pronounced **gid ee unz**)
email: t.gideonse@uci.edu
office hours: Tuesdays, 1:00pm – 3:00pm, or by appointment
AIRB, Suite 2030C, 2nd Floor

Teaching Assistant: Dr. Justin Wilford
email: jwilford@uci.edu
office hours: Mondays and Wednesdays, 10am-11am, or by appointment
Phoenix Food Court

Class website: <https://eee.uci.edu/16f/89067>

Required texts: Berkman LF, Kawachi I, Glymour MM, eds. *Social Epidemiology*. **2nd ed.** New York, NY: Oxford University Press; August 28, 2014.

Articles and chapters as assigned.

Grading breakdown:

- Three article analyses 20%
- Short research paper 30%
- Midterm Exam 20%
- Final Exam 30%

Research paper: During the quarter, you will be researching and writing a short paper (2000 words, around seven pages) about an issue or topic in social epidemiology. The independent variable should be a social, cultural, psychological, or demographic factor and dependent variable should be a disease, disability, or injury. Specifics for the assignment will be provided the second week of the term.

Three article analyses: For three of the sources in your research paper, you will write annotated bibliographical summaries and analyses. Each of these will be at least 250 words. Specific requirements will be provided the second week of the term.

Midterm and Final Exam: There will be two exams. Both will be a combination of multiple choice and short answer questions. The midterm will cover the first half of the class and the final will cover the whole quarter, though the majority of the questions will focus on the second half of the class.

Paper Submission: Follow these instructions; failure to do so will result in lower grades.

- All of your written assignments must be submitted online and in person.
- All assignments must be
 - Double-spaced
 - Have 1-inch margins all around
 - Typed in Times Roman, 12-point
 - Have a header on every page with your name, the assignment, and a page number.
- Please use American Medical Association citation style.
 - Guidelines here: <http://guides.lib.uw.edu/friendly.php?s=hsl/ama>
- When submitted online, assignments must be in doc or docx formats.
- In person, assignments must be on 8½ x 11 white paper and stapled.

Late papers: Late assignments are not accepted unless special arrangements are made *before* the due date—**NO EXCEPTIONS!**

Attendance: In order to do well in this class, you must attend it. The class will be too large to take attendance, so you will have to come to class without an external motivator.

Conduct:

- Assigned readings are to be completed *before* class.
- Turn off your mobile phones. The instructor will answer your cell phone if it rings, and you'll be sorry.
- Do not check your email in class. Do not send anyone an instant message. Do not send anyone a text message. Doing these things when you should be paying attention to the lecture is distracting to other students and to the instructor, *who can tell what you're doing.*
- Do not record the lectures without prior permission from the instructor.
- Bringing coffee or soda or bottled water to class is perfectly okay. However, please do not eat in class. If you are starving, a small, quiet snack is okay. A full meal is not.
- Be respectful to classmates and instructor. Any comments or actions that instigate or contribute to a disrespectful or hostile environment in the classroom will not be tolerated.
- When emailing Dr. Gideonse or Dr. Wilford, use complete sentences, be polite, and always ask yourself if the answer is in the syllabus before clicking "send."

Academic Honesty: Plagiarism is strictly prohibited. In general, plagiarism is defined as failing to cite quotations and borrowed ideas, failing to enclose borrowed language in quotation marks, and failing to put summaries and paraphrases in your own words. In addition to paper materials (books, articles, etc.), plagiarism also refers to quotations and ideas from web sources. See "Avoiding Plagiarism" on the class website for a more thorough discussion. *When in doubt, ask for clarification.*

Academic Integrity: Students are expected to do their own work as outlined in the Policy on Academic Integrity published in the general catalog. Therefore, students must do their own work, including the translation of work written in a language other than English. *Also, it is against the policy to "recycle" a paper written for one course and turn it in for credit in another course.* Acts of academic misconduct will not be tolerated. Any student who engages in suspicious conduct will be confronted and subject to the disciplinary process.

Class Schedule

WEEK	DATE	TOPIC AND READINGS
Week 1		AN INTRODUCTION TO SOCIAL EPIDEMIOLOGY
	Mon, 9/26	<ul style="list-style-type: none"> • Syllabus and Introductions
	Wed, 9/28	<ul style="list-style-type: none"> • <i>SE</i>, Ch. 1 and 2 (1-62)
Week 2		INEQUALITY AND DISCRIMINATION
	Mon, 10/3	<ul style="list-style-type: none"> • <i>SE</i>, Ch. 3 (63-125)

	Wed, 10/5	<ul style="list-style-type: none"> • <i>SE</i>, Ch. 4 (126-152)
Week 3		WORK AND ENVIRONMENT
	Mon, 10/10	<ul style="list-style-type: none"> • <i>SE</i>, Ch. 5 (153-181)
	Wed, 10/12	<ul style="list-style-type: none"> • <i>SE</i>, Ch. 6 (182-233)
Week 4		SOCIAL NETWORKS AND COHESION
	Mon, 10/17	<ul style="list-style-type: none"> • <i>SE</i>, Ch. 7 (234-289)
	Wed, 10/19	<ul style="list-style-type: none"> • <i>SE</i>, Ch. 8 (290-319)
Week 5		SYNDEMICS
	Mon, 10/24	Article analyses due
	Mon, 10/24	<ul style="list-style-type: none"> • <i>SE</i>, Ch. 14 (512-561) • Singer M, Clair S. Syndemics and public health: reconceptualizing disease in bio-social context. <i>Med Anthropol Q.</i> 2003;17(4):423-441.
	Wed, 10/26	MIDTERM EXAM
Week 6		HIV/AIDS
	Mon, 10/31	<ul style="list-style-type: none"> • Poundstone KE, Strathdee SA, Celentano DD. The Social Epidemiology of Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome. <i>Epidemiol Rev.</i> 2004;26(1):22-35. doi:10.1093/epirev/mxh005. • Mahajan AP, Sayles JN, Patel VA, et al. Stigma in the HIV/AIDS epidemic: A review of the literature and recommendations for the way forward. <i>AIDS Lond Engl.</i> 2008;22(Suppl 2):S67-S79. doi:10.1097/01.aids.0000327438.13291.62.
	Wed, 11/2	<ul style="list-style-type: none"> • Rhodes T, Singer M, Bourgois P, Friedman SR, Strathdee SA. The social structural production of HIV risk among injecting drug users. <i>Soc Sci Med.</i> 2005;61(5):1026-1044. doi:10.1016/j.socscimed.2004.12.024. • Conrad C, Bradley HM, Broz D, et al. Community outbreak of HIV infection linked to injection drug use of oxymorphone—Indiana, 2015. <i>MMWR Morb Mortal Wkly Rep.</i> 2015;64(16):443-444. • Strathdee SA, Beyrer C. Threading the needle—how to stop the HIV outbreak in rural Indiana. <i>N Engl J Med.</i> 2015;373(5):397-399.
Week 7		OBESITY
	Mon, 11/7	<ul style="list-style-type: none"> • <i>SE</i>, Ch. 10 (365-395) • Sobal J, Stunkard AJ. Socioeconomic status and obesity: A review of the literature. <i>Psychol Bull.</i> 1989;105(2):260-275. doi:http://dx.doi.org/10.1037/0033-2909.105.2.260. • Shrewsbury V, Wardle J. Socioeconomic Status and Adiposity in Childhood: A Systematic Review

		of Cross-sectional Studies 1990–2005. <i>Obesity</i> . 2008;16(2):275-284. doi:10.1038/oby.2007.35
	Wed, 11/9	<ul style="list-style-type: none"> • <i>SE</i>, Ch. 12 (452-477) • Doak CM, Visscher TLS, Renders CM, Seidell JC. The prevention of overweight and obesity in children and adolescents: a review of interventions and programmes. <i>Obes Rev</i>. 2006;7(1):111-136. doi:10.1111/j.1467-789X.2006.00234.x. • Gortmaker SL, Swinburn BA, Levy D, et al. Changing the future of obesity: science, policy, and action. <i>The Lancet</i>. 2011;378(9793):838-847. doi:10.1016/S0140-6736(11)60815-5
Week 8		CANCER
	Mon, 11/14	<ul style="list-style-type: none"> • Ward E, Jemal A, Cokkinides V, et al. Cancer Disparities by Race/Ethnicity and Socioeconomic Status. <i>CA Cancer J Clin</i>. 2004;54(2):78-93. doi:10.3322/canjclin.54.2.78. • Wheeler SB, Reeder-Hayes KE, Carey LA. Disparities in Breast Cancer Treatment and Outcomes: Biological, Social, and Health System Determinants and Opportunities for Research. <i>The Oncologist</i>. 2013;18(9):986-993. doi:10.1634/theoncologist.2013-0243.
	Wed, 11/16	<p>Dr. Justin Wilford lectures.</p> <ul style="list-style-type: none"> • Robison LL, Armstrong GT, Boice JD, et al. The Childhood Cancer Survivor Study: A National Cancer Institute–Supported Resource for Outcome and Intervention Research. <i>J Clin Oncol</i>. 2009;27(14):2308-2318. doi:10.1200/JCO.2009.22.3339
Week 9		DEPRESSION
	Mon, 11/21	<ul style="list-style-type: none"> • <i>SE</i>, Ch. 9 (320-364)
	Wed, 11/23	Research paper due
		<ul style="list-style-type: none"> • Meyer IH. Prejudice, Social Stress, and Mental Health in Lesbian, Gay, and Bisexual Populations: Conceptual Issues and Research Evidence. <i>Psychol Bull</i>. 2003;129(5):674–697. • Lee S, Juon H-S, Martinez G, et al. Model Minority at Risk: Expressed Needs of Mental Health by Asian American Young Adults. <i>J Community Health</i>. 2008;34(2):144. doi:10.1007/s10900-008-9137-1.
Week 10		GUN VIOLENCE
	Mon, 11/28	<ul style="list-style-type: none"> • Webster DW. Commentary: Evidence to Guide Gun Violence Prevention in America. <i>Annu Rev</i>

		<p><i>Public Health</i>. 2015;36(1):1-4. doi:10.1146/annurev-publhealth-031914-122542.</p> <ul style="list-style-type: none"> • Wintemute GJ. The Epidemiology of Firearm Violence in the Twenty-First Century United States. <i>Annu Rev Public Health</i>. 2015;36(1):5-19. doi:10.1146/annurev-publhealth-031914-122535. • Butts JA, Roman CG, Bostwick L, Porter JR. Cure Violence: A Public Health Model to Reduce Gun Violence. <i>Annu Rev Public Health</i>. 2015;36(1):39-53. doi:10.1146/annurev-publhealth-031914-122509. • Webster DW, Wintemute GJ. Effects of Policies Designed to Keep Firearms from High-Risk Individuals. <i>Annu Rev Public Health</i>. 2015;36(1):21-37. doi:10.1146/annurev-publhealth-031914-122516.
	Wed, 11/30	<ul style="list-style-type: none"> • <i>SE</i>, Ch. 15 (562-576) • Braga AA, Weisburd DL. Focused Deterrence and the Prevention of Violent Gun Injuries: Practice, Theoretical Principles, and Scientific Evidence. <i>Annu Rev Public Health</i>. 2015;36(1):55-68. doi:10.1146/annurev-publhealth-031914-122444
Week 11		EXAM WEEK
	Mon, 12/5	Final exam