COURSE DESCRIPTION

This course introduces students to the field of social epidemiology and the sociological study of health and longevity. Our purpose is to examine links between social position (and socially patterned conditions) and health and longevity patterns in the U.S. population. Two central questions will be addressed: Which groups in society are more or less advantaged in terms of health and longevity? Why are certain groups in society more or less advantaged in terms of health and longevity? To answer these questions, we will begin with an introduction to social epidemiology, mind-body-society processes, key health-related concepts, and quantitative methodologies. The bulk of the semester will be devoted to understanding how social position (and socially patterned conditions) might contribute to health and longevity patterns. Specific topics include socioeconomic status, race and ethnicity, sex and gender, aging and the life course, family status, sexual minority status, religious involvement, neighborhood context, and income inequality.

COURSE OBJECTIVES AND LEARNING OUTCOMES

By the end of the course, students will be prepared to answer the following questions:

(1) What is social epidemiology?
(2) How does sociology contribute to the study of health and longevity?
(3) How are health and longevity measured?
(4) How are health and longevity distributed in society?
(5) What explains the social distribution of health and longevity?

REQUIRED COURSE MATERIALS


Articles: See course calendar.
Chapters: See course calendar.
COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Proposal</td>
<td>5%</td>
<td>A = 90% - 100%</td>
</tr>
<tr>
<td>Article Summaries</td>
<td>15%</td>
<td>B = 80% - 89%</td>
</tr>
<tr>
<td>Research Papers</td>
<td>50%</td>
<td>C = 70% - 79%</td>
</tr>
<tr>
<td>Directed Discussion</td>
<td>15%</td>
<td>D = 60% - 69%</td>
</tr>
<tr>
<td>Paper Presentations</td>
<td>15%</td>
<td>E = 0% - 59%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at [http://catalog.arizona.edu/2015-16/policies/grade.htm#I](http://catalog.arizona.edu/2015-16/policies/grade.htm#I) and [http://catalog.arizona.edu/2015-16/policies/grade.htm#W](http://catalog.arizona.edu/2015-16/policies/grade.htm#W) respectively.

PAPER PROPOSALS

Students are required to write a brief (no more than 2 double-spaced pages) proposal that introduces and describes the focus of the research paper. Choose one social characteristic (socioeconomic status, race, ethnicity, gender, age, family status, religious involvement, or neighborhood context) and one or more outcomes (mental health, physical health, and/or mortality risk). The proposal should clearly state the focus of the project (e.g., religion and mental health). The proposal should include a working title and at least three references (with full citations) to relevant scholarly research.

ARTICLE SUMMARY

Students are required to submit summaries of 20 scholarly journal articles. These articles should be directly related to the student’s research paper. An article summary template will be provided.

RESEARCH PAPERS

Students are required to submit a research paper (25-30 pages) that thoroughly develops a topic relevant to the course. This paper can be a literature review or a standard empirical paper (see below). All papers should be word-processed, with double-spacing, 12-point fonts, and 1-inch margins. Papers should cite at least 20 scholarly journal articles. Sociology students should follow ASA style guidelines. Students from other units should follow the style guidelines of their respective disciplines.

All literature reviews should include the following:

1. Title page
2. Abstract page (175 words or less)
3. An introduction that describes the focus of the paper
4. A body section that reviews the nature and extent of the chosen association (e.g., basic associations and patterns of previous research on religion and mental health)
5. A body section that describes major theoretical and empirical explanations for the chosen association (e.g., explanations for why religious people tend to be healthier)
6. A discussion section that briefly summarizes your paper, reviews the limitations of previous research, and notes viable avenues for future research.
A brief conclusion with take-home messages

A reference section

At least one table or figure (no more than two) that illustrates or communicates a key point of the paper (e.g., a literature summary table or a theoretical model diagram)

All empirical papers should include the following:

1. Title page
2. Abstract page (175 words or less)
3. Introduction and Background: (a) introduce and describe the focus of the paper, (b) review relevant scholarly research by summarizing what we know and the strengths and limitations of prior research, and (c) clearly state the research problem (knowledge gap) and/or research questions or hypotheses that define the specific aims of the project.
4. Methods and Results: Describe the (a) data source, (b) sampling procedures, (c) methods of data collection, (d) measures, (e) statistical procedures, and (f) results (data patterns derived from statistical analyses).
5. Discussion and Conclusion: (a) restate the aims of the paper, (b) summarize the key results of the study and relate these results to the research problem, question, or hypothesis under investigation, (c) compare your results to previous research by noting how your results are unprecedented or consistent with previous research, (d) explain any unexpected or counterintuitive results, (e) describe the strengths/contributions and limitations of the study, (f) identify viable avenues for future research, and (g) conclude with key points and take-home messages.

DIRECTED DISCUSSIONS

Students are required to direct a discussion of the assigned readings for a chosen week. Students will engage the class in a critical discussion of the required readings for the week. What are the important themes? Empirical issues? Theoretical issues? Methodological issues? Points of confusion?

PAPER PRESENTATIONS

Students are required to create a brief (15-minute) presentation to share the results of their research projects. PPT slides are not required. To aid in presentations, students should provide a short packet for members of the audience. This packet should include one page with paper title, author information, and abstract. Additional pages may include key tables or figures or literature summaries.

LATE WORK POLICY

As a rule, late work will not be accepted, except in the case of documented emergency or illness. You may petition the professor in writing for an exception if you feel you have a compelling reason for turning work in late.
EXPECTATIONS FOR BEHAVIOR

Students are expected to attend class. Students are expected to be on time. Students are expected to be prepared for class, having completed all assigned readings for the week. Students are expected to participate knowledgeably in class discussions. Participation indicates that students are actively engaged in the learning process. I strongly encourage questions, comments, and the sharing of ideas as they relate to course material. Although commonsense knowledge and personal experiences are welcome, it should be emphasized that these are not adequate substitutes for informed discussions.

All laptops, cell phones, and other potentially disruptive devices should be turned off and packed away when class is in session. No reading newspapers or studying for other courses. No socializing. No sleeping. No leaving early or coming late without prior notification. No disparaging remarks. Please be considerate. Please do not ask questions (during class or via email) that are clearly addressed in the syllabus, in email announcements, or on D2L. Please check your email and D2L each week.

The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: http://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf

ATTENDANCE POLICY

The UA’s policy concerning Class Attendance and Administrative Drops is available at: http://catalog.arizona.edu/2015-16/policies/classatten.htm

The UA policy regarding absences on and accommodation of religious holidays is available at http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: http://hr.arizona.edu/policy/appointed-personnel/7.04.02

Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

ACCESSIBILITY AND ACCOMMODATIONS

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.
STUDENT CODE OF ACADEMIC INTEGRITY

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism available at: http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.

According to Section D (6) (a) of the University’s Intellectual Property Policy (which is available at http://azregents.asu.edu/rrc/Policy%20Manual/6-908-Intellectual%20Property%20Policy.pdf), faculty own the intellectual property for their course notes and course materials. The instructor holds the copyright to his/her lectures and course materials, including student notes or summaries that substantially reflect them. Student notes and course recordings are for individual use or for shared use on an individual basis. Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent. Violations to the instructor’s copyright are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses.

SELLING COURSE MATERIALS AND CONTACT INFORMATION (DON’T DO IT!)

Selling course materials (e.g., class notes and/or other course materials) to other students or to a third party for resale is not permitted without the instructor’s express written consent. Providing student email addresses to a third party is not permitted. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of electronic resources provided by The University of Arizona. This conduct may also constitute copyright infringement.

ADDITIONAL RESOURCES FOR STUDENTS

UA Non-discrimination and Anti-harassment policy: http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy
UA Academic policies and procedures are available at: http://catalog.arizona.edu/2015-16/policies/aaindex.html#top

Student Assistance and Advocacy information is available at: https://deanofstudents.arizona.edu/student-assistance/students/student-assistance

CONFIDENTIALITY OF STUDENT RECORDS

Required language: http://www.registrar.arizona.edu/ferpa/default.htm

SUBJECT TO CHANGE STATEMENT

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS AND READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview</td>
</tr>
<tr>
<td>Aug. 22</td>
<td>READ: Course Syllabus</td>
</tr>
<tr>
<td>Week 2</td>
<td>Introduction to Social Epidemiology</td>
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<tr>
<td>Aug. 29</td>
<td>READ: SC (pg. 3-7); Freund (2003a, pg. 10-23); Link (2000); Cockerham (2005); Chandola (2005)</td>
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<tr>
<td>Week 3</td>
<td>Mind, Body, and Society</td>
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<tr>
<td>Sept. 5</td>
<td>READ: Pearlin (1989, pg. 241-249); Freund (2003b, pg. 80-97); Taylor (1997); McEwen (1998)</td>
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<tr>
<td>Week 4</td>
<td>Health Concepts and Quantitative Methodologies</td>
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<tr>
<td>Sept. 12</td>
<td>READ: SC (pg. 23-71); Crimmins (2001); Aiken (1991); MacKinnon (2008); Muller (2005)</td>
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<tr>
<td></td>
<td>SUBMIT: Paper Proposal</td>
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<tr>
<td>Week 5</td>
<td>Socioeconomic Status (Part 1)</td>
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<tr>
<td>Sept. 19</td>
<td>READ: SC (pg. 77-84); Adler (1999); Seeman (2010); Andrews (2017)</td>
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<tr>
<td>Week 6</td>
<td>Socioeconomic Status (Part 2)</td>
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<tr>
<td>Sept. 26</td>
<td>READ: Ross (2010); Dutton 1989; Seeman (2004); Ross (2000)</td>
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<tr>
<td>Week 7</td>
<td>Race and Ethnicity (Part 1)</td>
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<tr>
<td>Oct. 3</td>
<td>READ: Williams (2010); Hayward (2000); Geronimus (2006); Markides (1986)</td>
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<tr>
<td>Week 8</td>
<td>Race and Ethnicity (Part 2)</td>
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<tr>
<td>Oct. 10</td>
<td>READ: Williams (1995, pg. 359-381); Hummer (1996); Factor (2011); Franzini (2001)</td>
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<tr>
<td>Week 9</td>
<td>Sex and Gender (Part 1)</td>
</tr>
<tr>
<td>Oct. 17</td>
<td>READ: SC (pg. 95-112); Case (2005); Rogers (2010); Courtenay (2000a)</td>
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<tr>
<td>Week 10</td>
<td>Sex and Gender (Part 2)</td>
</tr>
<tr>
<td>Oct. 24</td>
<td>READ: Verbrugge (1985); Rieker (2000); Courtenay (2000b); Hill (2013a)</td>
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<td>SUBMIT: Article Summaries</td>
</tr>
<tr>
<td>Week 11</td>
<td>Aging and the Life Course</td>
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<td>Oct. 31</td>
<td>READ: SC (pg. 112-129; 131-145); Crimmins (2008); O’Rand (1996); Ferraro (2009)</td>
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<tr>
<td>Week 12</td>
<td>Family Status</td>
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<tr>
<td>Nov. 7</td>
<td>READ: SC (pg. 84-95); Umberson (1999); Verbrugge (1979); Umberson (1987)</td>
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<tr>
<td>Week 13</td>
<td>Sexual Minority Status</td>
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<td>Nov. 14</td>
<td>READ: Meyer (2003); Meyer (1995); Caplan (2017); Liu (2013)</td>
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<tr>
<td>Week 14</td>
<td>Religion Involvement</td>
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<tr>
<td>Nov. 21</td>
<td>READ: Ellison (1998); Hill (2016); Hill (2017); Magyar-Russell (2006)</td>
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<td>Week 15</td>
<td>Neighborhood Context</td>
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<tr>
<td>Nov. 28</td>
<td>READ: SC (pg. 145-156); Fitzpatrick (pg. 1-17); Hill (2013a); Massey (2004)</td>
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<tr>
<td>Week 16</td>
<td>Income Inequality</td>
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<tr>
<td>Dec. 5</td>
<td>READ: Truesdale (2016); Daly (1998); Elgar (2010); Sweet (2011); Coburn (2004)</td>
</tr>
<tr>
<td>Week 17</td>
<td>Paper Presentations</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>Monday from 3:30pm-5:30pm in our usual classroom.</td>
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<tr>
<td></td>
<td>SUBMIT: Research Paper</td>
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</tbody>
</table>

REQUIRED ARTICLES AND BOOK CHAPTERS


