Office Hours: Monday, 1:30-3:00 p.m.
Office: 21-275C CHS; Phone: (310) 206-6442
E-mail: jmsiegel@ucla.edu
Readings: Available via class site.

Learning Objectives
To understand epidemiologic methods for research (E 6)
To describe the major physiological pathways through which social factors contribute to disease and disability (PHB 1; PHB 2)
To identify the social, cultural, and behavior variables associated with increased risk for disease (SBS 2; SBS 3; DC 1; P6; PP 1)
To differentiate between direct and indirect models of causation (E 9)

Classroom Atmosphere
Please do not use laptops or other electronic devices during the class. They detract from participation in the class and are distracting to other students.

Session I  10/03  Course introduction


Session II  10/10  General susceptibility and stress


Recommended

**Session III  10/17  Social Class**


**Session IV  10/24  Gender**


Session V  10/31  No Class: APHA

Session VI  11/07  Life Events


Session VII  11/14  Bereavement


Session VIII  11/21  Work and Occupation


Session IX 11/28 Social Networks and Support

Allen, K., Baskcovich, J., & Mendes, W. B. (2002). Cardiovascular reactivity and the presence of pets, friends, and spouses. Psychosomatic Medicine, 64, 727-739.


Session X 12/05 Religion/spirituality


*Recommended*

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**Leading Class Discussion**
Starting in week 3, students will be asked to take responsibility for leading the class discussion about the assigned articles. By noon on the Monday before the lecture, the student(s) with responsibility for that class will post the discussion questions on the class site.

**Written assignments**
During this ten-week course, you will be required to critique one article, of relevance to social epidemiology, that has appeared in print in the mass media (professional journals and books excluded). For the article, you will prepare a paper, no more than four pages long (double spaced), which:

1. Discusses the adequacy of the article in presenting the scientific findings. In other words, is the article accurate? *You will need to consult the original article* (that is, the one in the scientific journal or, if there is no specific article, consult something else that the researchers named in the media article have written). Be specific about adequacies and/or inadequacies of the presentation.

2. From a health education standpoint, is this information useful? What will the "reasonable reader" (from Klaidman article, week 1) take from this article?

3. What, if anything, would you have added to or deleted from the presentation?

Once you have selected your mass media article, please share it with me so I can determine that it is relevant to social epidemiology. The paper is due *Wednesday, November 21*. Turn in the mass media article and the scientific article with your paper (hard copy; no e-mail please).

**Exam**
There will be a take-home final exam, consisting of two to three essay questions. It will be posted by noon on *Thursday, December 6* and is due at 1:00 p.m. on *Thursday, December 13*.

**Grading**
The written paper will account for 35% of your grade, class participation (including leading the discussion) will account for 15%, and the final exam will account for 50% of your grade.