The instructor and TA will make efforts to respond to email messages within 24 hours except on weekends or public holidays.

**Required Readings**

*Gordis Epidemiology, 6th edition.* 2019, authors Celentano and Szklo. Elsevier. The inclusive access to this textbook is available via Canvas. The price for the electronic access is $35.30 to students (eBook 9780323552295). Please carefully read the following note from the University Book Store regarding this inclusive access program:

“The inclusive access program provides students a digital copy of the book at a discounted price they pay for with their tuition. Students are provided the book on the first day of the semester, if for any reason a student does not want the inclusive access textbook, they can opt out of the program anytime within the first two weeks of the semester. Students do receive about three emails telling them about inclusive access and how to access the textbook or opt out of the program. For more information, please see the information I included from our website.”

Additional articles to read are posted on the course website via Canvas under the weekly module.

**Course Description**

Epidemiology is the study of how diseases are distributed in populations and the factors that influence or determine this distribution. Epidemiology is the basic science of public health, a quantitative field that draws on statistical methods. Epidemiologists design studies to learn about disease causes and distributions. Using a variety of teaching and assessment methods, we will cover topics such as how exposure to a factor affects health, how disease spreads across a population, and how public health interventions can help control or reduce the spread of disease. We will explore the various types of research methods used in epidemiology, as well as how to statistically identify the risk factors or causes of disease. We will also watch films and read published articles to further understand social epidemiology as social science, addressing the ways in which social, political, cultural, and economic circumstances influence our chances for a healthy life. This course fulfills the Quantitative Reasoning (QB) or Quantitative Intensive (QI) requirement of the University of Utah. You need to have a basic knowledge and understanding of algebra and elementary statistics before taking this course.
Course Learning Outcomes
By the end of this course, you will be able to:

- understand what epidemiology is and know its contributions to public health and medicine
- calculate, interpret, and compare various measures of morbidity, mortality, survival, and measures of disease-exposure associations
- identify questions that can be answered with epidemiological studies
- understand the defining features of different epidemiologic study designs and their strengths and limitations
- understand the complexity and importance of social factors in forming social disparity in health outcomes

Assignments and Grading

- **Exams (55%)**
  - 4 midterm exams and a cumulative final; your lowest exam score will be dropped
  - All exams will be open on Canvas for 72 hours (see the course schedule for exact days & times; please note that Exam 2 is an exception due to Fall break)
  - The final exam will take place during finals week
  - 150-minute time limits once opened
  - Open-book and open-note, but no student collaboration is allowed

- **Homework assignments (20%)**
  - 4 homework assignments with a quantitative focus
  - Due at 11:59 PM on scheduled Fridays; answer key posted by noon the next day
  - Can be submitted as an individual or a group assignment

- **Short write-ups (10%)**
  - 4 reflection essays relating to assigned films
  - Due at 11:59 PM on scheduled Fridays
  - 350-500 words

- **Team presentation (10%)**
  - Students will work in teams to develop a 5-7-minute presentation on a health outcome/disease
  - Teams select their own presentation topics, but topics must be approved by the instructor
  - The presentation should include:
    - Background information on the disease/health outcome; relevant data and statistics to shed light on the scope of the problem
    - How social variables help explain the spread of disease/outcome and how the disease differentially impacts particular social groups
    - The social constructions or conditions that would need to change to alleviate the disease/outcome and its impact
    - Public policy recommendations
    - Presentation slides with 3-5 valid and reliable references listed at the end
  - Presentations will be assigned dates throughout the semester; presentation slides must be turned in the day before the presentation

- **In-class activities/participation (5%)**
  - Various activities will be completed for in-class participation points throughout the semester. Your lowest in-class activity score will be dropped

- **Extra credit**
  - You may participate in discussion boards on Canvas to earn up to 20 points of extra credit towards your exam scores (10 points possible per discussion board)
  - There will be one board posted for the first half of the semester and one for the second
Final grade distribution will be as follows:
92-100% = A; 89-91.9% = A-; 86-88.9% = B+; 82-85.9% = B; 78-81.9% = B-; 75-77.9% = C+; 70-74.9% = C; 65-69.9% = C-; 55-64.9% = D; <55% = E

Depending on the final class performance, curving up is possible if needed.

Hybrid Format
This is a hybrid course that will have both an online and weekly face-to-face component. Readings, lecture slides, assignments, and other course materials are posted under each week’s module on Canvas. Instructions will be provided for each assignment. The modules include a weekly message outlining the topics covered and assignments required in the upcoming week. Competence in using an Internet browser and Canvas is necessary to effectively take this class. You will also need a basic calculator for homework and exams. From experience, actual calculators are preferable to ones on your phone or computer.

The assigned readings and lecture slides posted on Canvas should be read before coming to class on Wednesday. Class time will largely be used for class discussion, activities to supplement the readings, student presentations, and to review/practice calculations. Coming to class already familiar with the material for the week is imperative.

Rules
You may and are encouraged to work in groups of no more than three students for the homework problem sets. Please turn in a single assignment with all group members’ names on both the assignment itself and in a comment along with your submission. You may also work alone, although epidemiologists usually do form collaborative groups to plan studies. A discussion board will be set up on Canvas to help students find assignment partners if they would like to, which we appreciate is sometimes challenging. The assignments’ due dates are listed in the schedule below and in the corresponding modules on Canvas as well. There will be no credit for late work. The deadlines are in Utah times. The only exception to this is for short write-ups when a reason for the late assignment has been sent to the instructor before the day that the assignment is due (before midnight), and the instructor has approved the reason. No late homework assignments are accepted regardless of the reasons because the answer key is posted the following day.

Expectations for Behavior
Please check your Canvas email and course site each week on a regular basis. Students may find it helpful to turn on notifications (Account -> Notifications -> Select Notification Method). Please review all posted materials, complete all assigned readings, and submit assignments via Canvas on time. Please do not ask questions that are clearly addressed in the syllabus or course announcements. Please treat your classmates with the professionalism and courtesy you would expect in the workplace. All course communications (in the classroom and online) should be polite and respectful. All course communications should use standard grammar, punctuation, and capitalization (e.g., never use all caps).

University Policies
1. Americans with Disabilities Act Statement. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA), 162 Olpin Union Building, (801) 581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this
2. **University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

3. **Academic Misconduct Statement.** Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student’s degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (http://regulations.utah.edu/academics/6-400.php).

4. **Sexual Misconduct Statement.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

5. **Emergency Preparedness Information.** Please refer to the Emergency Action Plan document on the last page of this syllabus for the evacuation plan for our class in the event of an emergency.

6. **Public Health & Safety Guidelines.**
   University leadership has urged all faculty, students, and staff to model the vaccination, testing, and masking behaviors we want to see in our campus community. These include:
   - Vaccination
   - Masking indoors
   - If unvaccinated, getting weekly asymptomatic coronavirus testing
   - Vaccination

   **Get a COVID-19 vaccination** if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks. Many in the campus community already have gotten vaccinated:
   - More than 80% of U employees
- Over 70% of U students

**Masking**
While masks are no longer required outside of Health Sciences facilities, UTA buses and campus shuttles, **CDC guidelines now call for everyone to wear face masks indoors.**
Treat masks like seasonal clothing (i.e. during community surges in COVID transmission, masks are strongly encouraged indoors and in close groups outside).

**Testing**
**If you are not yet vaccinated, get weekly asymptomatic coronavirus tests.** This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others.
**Asymptomatic testing centers are open and convenient:**
- Online scheduling
- Saliva test (no nasal swabs)
- Free to all students returning to campus (required for students in University housing)
- Results often within 24 hours
- Visit [alert.utah.edu/covid/testing](alert.utah.edu/covid/testing)

**Remember: Students must self-report if they test positive for COVID-19** via this website: [https://coronavirus.utah.edu/](https://coronavirus.utah.edu/).
If you have been exposed, or are experiencing symptoms, self-report and follow university guidelines for exposure.
# Social Epidemiology (SOC 3673-001) Fall 2021 Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LEARNING MATERIAL</th>
<th>ASSIGNMENTS</th>
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| 8/25  | Course introduction and syllabus/schedule review  
   Ch 1 – Introduction  
   Film: “Journey to Planet Earth: Hot Zones” |                                                                              |
| 9/1   | Ch 2 – The Dynamics of Disease Transmission  
   Syme & Yen (2000) “Social Epidemiology and Medical Sociology”  
| 9/8   | Ch 3 – Morbidity Measures  
   Film – “The Great Leveller” | Write-up 1 due Fri, 9/10 at 11:59 p.m.                                       |
| 9/15  | Ch 4 – Mortality Measures  
   Film – “We Heard the Bells: The Influenza of 1918”  
   Film – “Coronavirus: Race Against the Pandemic”  
   Seminar Recording – “Structural Racism and the Covid-19 Pandemic” | Homework 1 due Fri, 9/17 at 11:59 p.m.  
   **Exam 1 open Sat, 9/18 at noon to Tues, 9/21 at noon** |
| 9/22  | Ch 5 – Validity & Reliability of Screening Tests |                                                                              |
| 9/29  | Film – “We Heard the Bells: The Influenza of 1918”  
   Film – “Coronavirus: Race Against the Pandemic” | Write-up 2 due Fri, 10/1 at 11:59 p.m.                                       |
| 10/6  | Ch – 6 The Natural History of Disease  
   Film – “Living Old” | Homework 2 due Fri, 10/8 at 11:59 p.m.  
   **Exam 2 open Sat, 10/9 at noon to Tues, 10/19 at noon** |
| 10/13 | FALL BREAK – NO CLASS |                                                                              |
| 10/20 | Ch 7 – Observational Studies  
   Film – “Epidemiology: Linking Smoking and Lung Cancer” |                                                                              |
| 10/27 | Ch 8 – Cohort Studies  
   Ch 9 – Comparing Cohort and Case Control Studies | Write-up 3 due Fri, 10/29 at 11:59 p.m.                                       |
| 11/3  | Ch 10 – Randomized Trials  
   Ch 11 – Randomized Trials: Some Further Issues | Homework 3 due Fri, 11/5 at 11:59 p.m.  
   **Exam 3 open Sat, 11/6 at noon to Tues, 11/9 at noon** |
| 11/10 | Ch 12 – Estimating Risk  
   Film – “Living Old” |                                                                              |
| 11/17 | Ch 13 – More on Risk  
   Film – “Preventing Dementia” | Write-up 4 due Fri, 11/19 at 11:59 p.m.                                       |
| 11/24 | Ch 14 – From Association to Causation  
   Ch 15 – More on Causal Inference (LECTURE POSTED ONLINE–NO CLASS) |                                                                              |
| 12/1  | Ch 16 – Genetic & Environmental Factors in Disease Causation  
   Jackson et al. (2020) | Homework 4 due Fri, 12/3 at 11:59 p.m.  
   **Exam 4 open Sat, 12/4 at noon to Tues, 12/7 at noon** |
| 12/8  | Final Exam Review |                                                                              |
| 12/13 | FINALS WEEK | Final exam open Mon, 12/13 at noon to Thurs, 12/16 at noon |

Please note that the syllabus may be modified with reasonable notice to you.
CSBS EMERGENCY ACTION PLAN

BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at http://emergencymanagement.utah.edu/eap.

CAMPUS RESOURCES

U Heads Up App: There’s an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide**: Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

- **See Something, Say Something**: Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.