

## HBSC 7071: Social and Behavioral Determinants of Health\*

Fall 2014

Admin 280B, M 3.30pm – 6.20pm

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**Office Hours:** MT 12:00-1:00pm, or by appointment (<http://jimiadams.youcanbook.me>)

### Course Description & Aims

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“[F]or as long as one has cared to look, [h]ealth follows a social gradient: the higher the social position, the better the health.” (Marmot 2006:2)

This course is an overview of the field of social epidemiology and will investigate how we have begun to understand various social determinants of health. Our approach will draw on a number of burgeoning interdisciplinary fields, variously labeled as social epidemiology, population health, medical sociology and health disparities (among others). Combined these fields reflect a base of knowledge that accounts for consistent social differentials in exposure, treatment, duration, severity and any number of other aspects of health outcomes for individuals and entire populations. We will examine what is known about the stability of these differences, their primary causes, and how they vary across time, populations and outcomes.

Your primary product in this course will be a paper that proposes a research question to assess some aspect of the social determinants of health. A useful template for the format of this paper is a dissertation proposal – e.g., National Science Foundation DDRIG, National Institutes of Health F31 or Centers for Disease Control R36.

### Objectives

By the end of the course, participants will be able to:

- **Explain** the key concepts, theories and methods of social epidemiological research.
- **Describe** approaches for study design that adequately address measurement and ethical concerns particular to topics of health disparities.
- Draw on a working knowledge of the primary empirical findings in the field, to **formulate new hypotheses**, especially those that “cross levels” from the macro to the micro (and vice versa).
- **Identify the complex interactions** between the biological, social, behavioral and environmental pathways that shape health processes and outcomes.
- **Write** more clearly than when you started this course.

### Required Books

There are 2 books required for this course. I have not ordered either of them in the bookstore because both are abundantly available online. Be sure to have a copy of each before we will need them for class:

- Farmer P. *Infections and Inequalities: The Modern Plagues*. University of California Press, 1999.
- Klinenberg, E. *Heat Wave: A Social Autopsy of Disaster in Chicago*. University of Chicago Press, 2002.

### Course Structure & Requirements

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This is a seminar that will primarily be organized around a group discussion of the assigned readings. In addition the person leading the week’s discussion will provide some “organization” to the week’s material

\* This course benefitted greatly from input and/or syllabi/materials from courses taught by: Ronica Rooks & Patrick Krueger (UCD), Michael Bader (American University), Jenny Trinitapoli, Steve Haas & Michelle Frisco (Penn State), Rachel Kimbro (Rice University), Jason Houle (Dartmouth), Kate Strully (SUNY Albany), & Cynthia Colen (Ohio State). I gratefully acknowledge their influence in developing the course.

(i.e., we will not just discuss each reading in succession), and provide some guiding discussion questions. To make the most of this structure, you need should show up to each class fully prepared to participate. The course requirements are composed of in-class participation, a series of brief reading response papers and a final paper. Additional details for each follow below.

### **Course Calendar Overview**

18 Aug	0. Introduction
25 Aug	1. Background & Major Theoretical Perspectives
1 Sept	<b>NO Class, Labor Day</b>
8 Sept	2. SES & Class
15 Sept	3. Race & Ethnicity
22 Sept	4. Gender
29 Sept	5. CBPR & Ethics of Health Disparities Research
6 Oct	6. <i>Heat Wave</i>
13 Oct	7. Neighborhoods
20 Oct	8. Religion
27 Oct	9. Isolation & Networks
3 Nov	10. Policy & the Social Construction of Disease
10 Nov	11. Genetics
17 Nov	12. Interventions
24 Nov	<b>NO Class - Fall Break</b>
1 Dec	13. <i>Infections &amp; Inequalities</i>
8 Dec	<b>Final Paper Due</b>

### **Requirements**

#### **Requirements:**

#### **I – Participation (20% of grade total):**

The seminar structure of this course requires that you contribute to class meetings. Doing so will require keeping up with the assigned readings. Formally, this will translate into three requirements:

- 1- For one of the weeks you will lead class discussion. This will entail two primary components. By ***midnight the night before*** class you will post discussion questions to Canvas that will guide the class session. Second, you will be responsible as the ***primary facilitator*** of the discussion for that class session. In doing so, you should provide some organization for the week’s reading material (i.e., class should not be an isolated discussion of each reading in succession; for more details see section II below). Discussion leading will account for half your participation grade (10% of total).
- 2- Everyone should submit weekly discussion question(s) from the assigned readings. The aim of these questions is to highlight key principles that can be made use of in thinking about ways to apply the week’s readings to research interests of your own. I.e., these questions should not stop at simple interpretation of the reading, but should be aimed at somehow ***applying*** the ideas from the readings. Discussion questions are due to Canvas by midnight the night before class.
- 3- Everyone should be a regular active participant in weekly class discussions. Combined, 2 & 3 will account for the other half of your participation grade (10% of the total).

#### **II – Brief Response Papers (40% of grade total, 10% each):**

For ***four*** class sessions during the semester, you will complete a summary and critique of the week’s assigned readings. These response papers will be approximately 5 pages in length. The aim of these responses is NOT to simply individually summarize/critique the arguments in each of the assigned readings. Instead, you should think of these as mini literature reviews. Literature reviews are NOT annotated bibliographies. Instead, they provide an organization on the current “state of knowledge” on the subject being covered. If you are unclear on this distinction, don’t hesitate to ask, I can point you to some resources on conducting quality literature reviews.

### III – Research Proposal (40% of grade total):

The final product of this course will be a research proposal (in the style of a dissertation grant proposal as is appropriate). Two preliminary stages of this proposal will be due at earlier dates in the course. The first will be a topic proposal (a useful strategy for this will be to format it as a “Letter of Intent”), which will be due by **October 6<sup>th</sup>**. The aim of the topic proposal is to identify a research question. The second will be a preliminary descriptive analysis (due by **October 27<sup>th</sup>**) that helps motivate the question your proposal will address. The aim of this analysis is to provide some empirical (i.e., not just literature basis) grounding for your question. The final paper will be a research proposal (as is helpful, in the format of an NSF/NIH/CDC dissertation grant proposal). The minimum requirement for this proposal is to describe your research question, conduct a literature review on the topic, and describe the approach you would take to addressing the question (including data collection strategies or identifying existing data sources).

### Grading

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In this course, all assignments will be evaluated with letter grades (or equivalents, e.g., 4=A, 3=B, etc.). Final grades will be computed as a weighted average (see %s above).

### Grading Expectations:

Participation, presentation, and paper grades you earn will reflect how thoroughly your work demonstrates the particular assignment requirements *and* overall course aims, which will correspond to the following sets of expectations:

- F Work that **fails to address** an assignment's **minimum requirements** will earn grades in the F range.
- D Work that **incompletely addresses** an assignment's **minimum requirements** will earn grades in the D range.
- C Work that **addresses only** an assignment's **minimum requirements** will earn grades in the C range.
- B Work that, **in addition to** meeting an assignment's **minimum requirements**, also **occasionally** reflects **engagement** with other material from the course where appropriate, in ways that **meet course objectives** will earn grades in the B range.
- A Work that, **in addition to** meeting an assignment's **minimum requirements**, also **consistently** reflects **engagement** with other material from the course where appropriate & in ways that **exceed course objectives** will earn grades in the A range.

### A Note about Grading:

If you haven't figured it out by now – grades in grad school should not matter. If you do well on all of the components described above, you will earn an A in the course. If you do not contribute to in-class discussion, or write a poor proposal, you will not earn an A. I do NOT discuss individual student's grades in class or over email; that should be reserved for office hours.

### Course and College Policies

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#### Turning in Assignments, Due Dates & Late Work Policy:

In this course, all assignments are to be submitted via Canvas. Due Dates are as follows:

- Discussion questions are due by **midnight, the day before** material is to be covered in class.
- Responses papers are due **before class** the day material is to be covered in class.

*Late discussion questions or response papers will NOT be accepted for any reason.*

- Preliminary proposal elements are due before class on the identified dates.
- Final papers are due by 6:20 pm on Monday, 8 December.

*Late proposal/paper elements are deducted 10% per day, and will NOT be accepted after 5 days.*

### Writing:

The majority of a practicing researcher's job is spent writing. One of your primary aims in graduate school should therefore be to develop your writing skills. As such, all written work should be edited and

**carefully** proofread. If necessary, please make use of University writing services and/or writing style guides. Some examples worth having on your shelf are:

- Becker, Howard S. 1983. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*. University of Chicago Press
- Strunk & White. 2000. *The Elements of Style*. Allyn & Bacon
- Thomas & Turner. 1994. *Clear and Simple as the Truth: Writing Classic Prose*. Princeton University Press
- Zinsser, William. 1990. *On Writing Well: An Informal Guide to Writing Nonfiction*. Harper

### Course Communication:

- *The Syllabus* has answers to the most common questions pertaining to the course. Be sure check the syllabus first, before asking me about due-dates, assignment requirements, etc.
- *Canvas* will be used for the majority of communication in this course. You can find a copy of the syllabus, additional assigned readings, and all assignments there. I will also post any lecture notes after each class. I strongly encourage you to make visits to this resource a regular part of your preparation for this course.
- *E-mail* should be used for quick communications (things that can be responded to in no more than a few sentences); use office hours for anything requiring more depth. You should only use your UCD email account for communication related to this course; I will not read/reply to emails from your personal accounts (e.g., Yahoo!, Hotmail, etc). Please consider e-mail as subject to the same standards of communication as you would all other forms written material in this course (i.e., you should use complete sentences, proper punctuation, etc.). I will typically respond to email within **48 hours**. I will **NOT, under any circumstances** discuss grades over email.
- *Office Hours* are available to add to your experience in this course. Please make use of them. These are meant to supplement required course work and in-class elements. As such, while I am happy to discuss course materials or other aspects of sociology/academia in general with you during this time, they should not be viewed as an opportunity to ask, "What did I miss in class?" (You should find peers in the class with whom you can share notes for that purpose.)

### Reading:

There is no assigned textbook for this class. If you would like something of that nature, a few that I recommend are:

- Berkman LF, Kawachi I (eds.). *Social Epidemiology*. Oxford University Press, 2000.
- Bird CE, Conrad P, Fremont AM, Timmermans S. *Handbook of Medical Sociology*, 6<sup>th</sup> Edition. Vanderbilt University Press, 2010.
- Friis RH, Sellers T. *Epidemiology for Public Health Practice*. Jones & Bartlett, 2010.
- Heymann J, Hertzman C, Barer ML, Evans RG (eds.). *Healthier Societies: From Analysis to Action*. Oxford University Press, 2006.
- Marmot M, Wilkinson RG. *Social Determinants of Health*, 2<sup>nd</sup> Edition. Oxford University Press, 2006.

### A Note about Reading:

Occasionally in this class, the assigned readings will constitute more than you can reasonably complete in the time allotted. As you continue in your career, you will find that this is often the case. Again, this course is not meant to comprehensively cover any of the topics, but to begin the process of studying them. As such, you should develop a strategy for extracting the key elements of each reading **as it pertains to the aims of this class and your own research interests**.

### Electronic Devices:

You are welcome to use laptops/tablets in this course **for class purposes only**. Any other uses will lead you to lose this privilege. All other devices (phones, etc.) should be silenced for the duration of class.

### **Academic Dishonesty**

This is a graduate course. As such, standards of academic honesty should be abundantly clear to you by now. Any documented Academic Dishonesty will result in **failure for the course**. Don't risk it. Cite your sources, etc. Be sure you have read and understand the CLAS policy below. If you have questions, ask.

CLAS Academic Dishonesty Policy: Students are required to know, understand, and comply with the CU Denver Academic Dishonesty Policy as detailed in the Catalog and on the CLAS website. A university's reputation is built on a standing tradition of excellence and scholastic integrity. As members of the University of Colorado Denver academic community, faculty and students accept the responsibility to maintain the highest standards of intellectual honesty and ethical conduct. Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in academic dishonesty. If you are not familiar with the definitions of these offenses, go to <http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/policies/HandlingAcademicDishonesty/Pages/Definition-of-Academic-Dishonesty.aspx> .

### **Disability Services Information:**

The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in Academic Building 1, #2116, Phone: 303-315-3510, Fax: 303-315-3515. Website: <http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx>. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter.

### **Tentative Course Schedule**

**Please note that this is subject to change; any changes will be announced in class AND posted to Canvas.**  
NOTE: Readings marked with [C] are posted to Canvas. All other *Required* readings should be readily available online (given Institutional Access).

## **1. Introduction (August 18<sup>th</sup>)**

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### Required Readings

- Carter-Pokras O, Baquet C. "What is a "Health Disparity"?" *Public Health Reports* 2002; 117:426-434.
- Kindig D. "Understanding Population Health Terminology" *The Milbank Quarterly* 2007; 85(1): 139-161.

### Background / Additional Recommended Readings

- Adler, NE & Stewart J. "Health Disparities across the Lifespan: Meaning, Methods, and Mechanisms." *Annals of the New York Academy of Sciences* 2010; 1186:5-23.
- Berkman LF, Kawachi I. "A Historical Framework for Social Epidemiology." Chapter 1 in *Social Epidemiology*. Oxford University Press, 2000.
- Kawachi I, Subramanian SV, Almeida-Filho N. "A glossary for health inequalities." *Journal of Epidemiology and Community Health* 2002; 56(9):647-652.

## **2. Background & Major Theoretical Perspectives (August 25<sup>th</sup>)**

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### Required Readings

- Kaplan, GA. "What's Wrong with Social Epidemiology, and How can we Make it Better?" *Epidemiologic Review* 2004; 26:124-135.
- Link B, Phelan JC. "Social Conditions as Fundamental Causes of Disease." *Journal of Health and Social Behavior* 1995; 35:80-94.
- Berkman, LF. "Social epidemiology: Social Determinants of Health in the United States: Are We Losing Ground?" *Annual Review of Public Health* 2009; 30:27-41.

- House JS. “Understanding Social Factors and Inequalities in Health: 20th Century Progress and 21st Century Prospects.” *Journal of Health and Social Behavior* 2002; 43(2):125-142.
- Link BG, Phelan JC. “Stigma and its public health implications.” *The Lancet* 2006; 367: 528-529.
- Keusch GT, Wilentz J, Kleinman A. “Stigma and global health: developing a research agenda.” *The Lancet* 2006; 367(9509):525-527.

#### Background / Additional Recommended Readings

- Aneshensel CS. “Toward Explaining Mental Health Disparities.” *Journal of Health and Social Behavior* 2009; 50:377-394
- Harper S, Strumpf E. “Social Epidemiology: Questionable Answers and Answerable Questions.” *Epidemiology* 2012; 23(6):795-798.
- Harper K, Armelagos G. “The Changing Disease-Scape in the Third Epidemiological Transition.” *International Journal of Environmental Research and Public Health* 2010; 7(2):675-697.
- House JS, Landis K, Umberson D. “Social relationships and health.” *Science* 1988; 241: 540-545.
- Kirk D. “Demographic Transition Theory.” *Population Studies* 1996; 50:361-387.
- Kreiger N. “Theories for Social Epidemiology in the 21<sup>st</sup> Century: An Ecosocial Perspective.” *International Journal of Epidemiology* 2001; 30:668-677.
- Marmot M. “Social Determinants of Health Inequalities.” *The Lancet* 2005; 365: 1099-1104.
- Marmot M. “Historical Perspective: The Social Determinants of Disease—Some Blossoms.” *Epidemiologic Perspectives & Innovations*. 2005; 2(4).
- Omran AR. “The Epidemiologic Transition: A Theory of the Epidemiology of Population Change.” *Milbank Quarterly* 2005; 83(4):731-757.
- Preston SH, Heuveline P, Guillot M. “The Stable Population Model.” Chapter 7 in *Demography: Measuring and Modeling Population Processes*. Blackwell, 2001.
- Susser M, Susser E. “Eras and Paradigms.” *American Journal of Public Health* 1996; 86:668-672.
- Syme L. “Historical Perspective: The Social Determinants of Disease—Some Roots of the Movement.” *Epidemiologic Perspectives & Innovations*. 2005; 2(2).
- Zielhuis GA, Kiemeny LALM. “Social Epidemiology? No Way” *International Journal of Epidemiology*. 2001; 30:43-51. (plus following commentary & rejoinder)

#### **NO CLASS – Labor Day (September 1<sup>st</sup>)**

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#### **3. SES & Class (September 8<sup>th</sup>)**

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##### Required Readings

- Adler NE, Newman K. “Socioeconomic Disparities in Health: Pathways and Policies.” *Health Affairs* 2002; 21(2): 60-76.
- [C] Blane D. “The Lifecourse, the Social Gradient, and Health.” Chapter 4 in Marmot M, Wilkinson RG (eds.) *Social Determinants of Health*, 2<sup>nd</sup> Edition. Oxford University Press, 2006.
- Lutfey K, Freese J. “Toward Some Fundamentals of Fundamental Causality: Socioeconomic Status and Health in the Routine Clinic Visit for Diabetes.” *American Journal of Sociology* 2005; 110(5):1326-1372.

##### **Choose one of the following:**

- Pampel FC, Krueger PM, Denney JT. “Socioeconomic Disparities in Health Behaviors.” *Annual Review of Sociology* 2010; 36:349-370.
- Subramanian SV, Kawachi I. “Income inequality and health: What have we learned so far?” *Epidemiologic Reviews* 2004; 26(1): 78-91

##### **Choose one of the following:**

- Duncan GJ, Daly MC, McDonough P, Williams DR. “Optimal indicators of socioeconomic status for health research.” *American Journal of Public Health* 2002; 92(7):1151-1157.

- Kreiger N, Williams DR, Moss NE. 1997. "Measuring social class in U.S. public health research: Concepts, methodologies and guidelines." *Annual Review of Public Health* 1997; 18:341-78.

**Choose one of the following:**

- Haas SA. "Health Selection and the Process of Social Stratification: The Effect of Childhood Health on Socioeconomic Attainment." *Journal of Health and Social Behavior* 2006; 47(4):339-354.
- Mulatu MS, Schooler C. "Causal Connections between Socio-economic Status and Health: Reciprocal Effects and Mediating Mechanisms." *Journal of Health and Social Behavior* 2002; 43:22-41.

**Background / Additional Recommended Readings**

- Beckfield J. "Does Income Inequality Harm Health? New Cross-National Evidence." *Journal of Health and Social Behavior* 2004; 45(3):231-248.
- Braveman PA, Cubbin C, Egerter S, et al. "Socioeconomic status in health research: One size does not fit all." *JAMA* 2005; 294(22):2879-2888.
- Dowd JB, Zajacova A, Aiello A. "Early origins of health disparities: Burden of infection, health, and socioeconomic status in U.S. children." *Social Science & Medicine* 2009; 68(4):699-707.
- Frisbie WP. "Infant Mortality." Chapter 9 in Poston CL, Micklin M (eds.) *Handbook of Population*. Springer, 2006.
- Hayward MD, Miles TP, Crimmins EM, Yang Y. "The significance of socioeconomic status in explaining the racial gap in chronic health conditions." *American Sociological Review* 2000; 65:910-930.
- Jarvis MJ, Wardle J. "Social Patterning of Individual Health Behaviours: The Case of Cigarette Smoking." Chapter 11 in Marmot M, Wilkinson RG (eds.) *Social Determinants of Health*, 2<sup>nd</sup> Edition. Oxford University Press, 2006.
- Krueger PM, Chang VW. "Being Poor and Coping with Stress: Health Behaviors and the Risk of Death." *American Journal of Public Health* 2008; 98:889-896.
- Lantz PM, Lynch JW, House JS, Lepkowski JM, Mero RP, Musick MA, Williams DR. "Socioeconomic Disparities in Health Change in a Longitudinal Study of US Adults: The Role of Health-Risk Behaviors." *Social Science & Medicine* 2001; 53:29-40.
- Lynch J, Kaplan G. "Socioeconomic Position." Chapter 2 in Berkman LF, Kawachi I (eds.) *Social Epidemiology*. Oxford University Press, 2000.
- Lynch JW, Kaplan GA, Shema SJ. "Cumulative Impact of Sustained Economic Hardship on Physical, Cognitive, Psychological, and Social Functioning." *New England Journal of Medicine* 1997; 337(26):1889-1895.
- Miech RA, Caspi A, Moffitt TE, Wright BRE, Sliva PA. "Low Socioeconomic Status and Mental Disorders: A Longitudinal Study of Selection and Causation During Young Adulthood." *American Journal of Sociology* 1999; 104:1096- 1131.
- Rogers RG, Hummer RA, Krueger PM. "Adult Mortality." Chapter 10 in Poston CL, Micklin M (eds.) *Handbook of Population*. Springer, 2006.

**4. Race & Ethnicity (September 15<sup>th</sup>)**

**Required Readings**

- Hummer RA, Chinn JJ. "Race/Ethnicity And U.S. Adult Mortality." *Du Bois Review* 2011; 8(1):5-24.
- Williams DR, Mohammed SA. "Discrimination and Racial Disparities in Health: Evidence and Needed Research." *Journal of Behavioral Medicine* 2009; 32:20-47.
- Mezuk B, Rafferty JA, Kershaw KN, Hudson D, Abdou CM, Lee H, Eaton WW, Jackson JS. "Reconsidering the Role of Social Disadvantage in Physical and Mental Health: Stressful Life Events, Health Behaviors, Race, and Depression." *American Journal of Epidemiology* 2010; 172:1238-1249.

- Palloni A, Arias E. “Paradox lost: Explaining the Hispanic adult mortality advantage.” *Demography* 2004; 41(3):385-415.
- LaVeist TA. “Beyond dummy variables and sample selection; What health services researchers ought to know about race as a variable.” *Health Services Research* 1994; 29(1):1-16.

**Choose one of the following:**

- Frank R “What to make of it? The (re)emergence of a biological conceptualization of race in health disparities research.” *Social Science and Medicine* 2007; 64(10):1977-1983.
- Gravlee CC. “How race becomes biology: Embodiment of social inequality.” *American Journal of Physical Anthropology* 2009; 139(1):47-57.

Background / Additional Recommended Readings

- Akresh IR, Frank R. “Health Selection Among New Immigrants.” *American Journal of Public Health* 2008; 98(11):2058-2064.
- Brown TN. “Critical Race Theory Speaks to the Sociology of Mental Health: Mental Health Problems Produced by Racial Stratification.” *Journal of Health and Social Behavior* 2003; 44:292-301.
- Geronimus AT. “The Weathering Hypothesis and the Health of African-American Women and Infants: Evidence and Speculations.” *Ethnicity and Disease* 1992; 2:207-221.
- Kimbro RT, Brooks-Gunn J, McLanahan S. “Racial and Ethnic Differentials in Overweight and Obesity Among 3-Year-Old Children.” *American Journal of Public Health* 2007; 97(2):298-305.
- Kreiger N. “Discrimination and Health. Pp. 36-75, in *Social Epidemiology*, Berkman LF, Kawachi I (eds.). Oxford University Press, 2000.
- Padilla YC, Boardman JD, Hummer RA, Espitia M. “Is the Mexican American “Epidemiologic Paradox” Advantage at Birth Maintained through Early Childhood?” *Social Forces* 2002; 80(3):1101-1123.
- Ruiz JM, Steffen P, Smith TB. “Hispanic Mortality Paradox: A Systematic Review and Meta-Analysis of the Longitudinal Literature.” *American Journal of Public Health* 2013; 103(3):e52-e60.
- Williams DR. “Race, SES, and health: the added effects of racism and discrimination” *Annals of the New York Academy of Science* 1999; 896:173-188.
- Williams DR, Collins, C. “U.S. Socioeconomic and racial differences in health: Patterns and explanations.” *Annual Review of Sociology* 1995; 21:349-386.
- Williams DR, Neighbors HW, Jackson JS. “Racial/Ethnic Discrimination and Health: Findings from Community Studies.” *American Journal of Public Health* 2003; 93:200-208.

**5. Gender (September 22<sup>nd</sup>)**

Required Readings

- Read JG, Gorman BK. “Gender and Health Inequality.” *Annual Review of Sociology* 2010; 36(1):371-386.
- Mirowsky J. “Age and the Gender Gap in Depression.” *Journal of Health and Social Behavior* 1996; 37:362-380.
- Hansen H. “The “new masculinity”: Addiction treatment as a reconstruction of gender in Puerto Rican evangelist street ministries.” *Social Science & Medicine* 2012; 74(11):1721-1728.
- Martin MA, Lippert AM. “Feeding her children, but risking her health: The intersection of gender, household food insecurity and obesity.” *Social Science & Medicine* 2012; 74(11):1754-1764.
- Umberson D, Williams K, Powers DA, Liu H, Needham B. “You Make Me Sick: Marital Quality and Health Over the Life Course.” *Journal of Health and Social Behavior* 2006;47(1):1-16.
- Springer KW, Mouzon D. “‘Macho Men’ and Preventive Healthcare: Implications for Older Men in Different Social Classes.” *Journal of Health and Social Behavior* 2011; 52(2):212-227.

See also: Springer KW, Hankivsky O, Bates LM (eds). "Gender and Health: Relational, Intersectional and biosocial Approaches" Special Issue of *Social Science and Medicine* 2012; 74(11).

#### Background / Additional Recommended Readings

- Bird CE, Rieker PP. "Gender matters: An integrated model for understanding men's and women's health." *Social Science & Medicine* 1999; 48:745-755.
- Courtenay WH. "Constructions of Masculinity and Their Influence on Men's Wellbeing: A Theory of Gender & Health." *Social Science & Medicine* 2000; 50:1385-1401.
- Hill T, Needham B. "Gender-specific trends in educational attainment and self-rated health, 1972-2002." *American Journal of Public Health* 2006; 96(7):1288-1292.
- Kimbro RT. "Acculturation in Context: Gender, Age at Migration, Neighborhood Ethnicity, and Health Behaviors." *Social Science Quarterly* 2009; 90(5):1145-1166.
- Klinenberg E. "Aging Alone." Chapter 6 in *Going Solo: The Extraordinary Rise and Surprising Appeal of Living Alone*. Penguin Press, 2012.
- Springer KW, Mager Stellman J, Jordan-Young RM. "Beyond a catalogue of differences: A theoretical frame and good practice guidelines for researching sex/gender in human health." *Social Science & Medicine* 2012; 74(11):1817-1824.

### **6. Community Based Participatory Research & Ethics of Disparities Research (September 29<sup>th</sup>)**

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#### Required Readings

- Cornwall A, Jewkes R. "What is participatory research?" *Social Science & Medicine* 1995; 41(12):1667-1676.
- Wallerstein NB, Duran B. "Using Community-Based Participatory Research to Address Health Disparities." *Health Promotion Practice* 2006; 7(3):312-323.
- De Las Nueces D, Hacker K, DiGirolamo A, Hicks LS. "A Systematic Review of Community-Based Participatory Research to Enhance Clinical Trials in Racial and Ethnic Minority Groups." *Health Services Research* 2012; 47(3):1363-1386.
- Tolhurst R, Leach B, Price J, Robinson J, Ettore E, Scott-Samuel A, et al. "Intersectionality and gender mainstreaming in international health: Using a feminist participatory action research process to analyze voices and debates from the global south and north." *Social Science & Medicine* 2012; 74(11):1825-1832.
- Daniels N. "Equity and population health: Toward a broader bioethics agenda." *Hastings Center Report* 2006; 36(4) 22-35.
- Flicker S, Travers R, Guta A, McDonald S, Meagher A. "Ethical Dilemmas in Community-Based Participatory Research: Recommendations for Institutional Review Boards." *Journal of Urban Health* 2007; 84(4):478-493.

#### Background / Additional Recommended Readings

- Israel BA, Eng E, Schulz AJ, Parker EA (eds.) *Methods in Community-Based Participatory Research for Health*. Jossey-Bass Publishers, 2005.
- Minkler M, Wallerstein N. *Community-Based Participatory Research for Health: From Process to Outcomes*, 2<sup>nd</sup> Edition. Springer, 2008.
- Andrasik MP, Chapman CH, Clad R, Murray K, Foster J, Morris M, et al. "Developing Concurrency Messages for the Black Community in Seattle, Washington." *AIDS Education and Prevention* 2012; 24(6):527-548.
- Freudenberg N, Tsui E. "Evidence, Power, and Policy Change in Community-Based Participatory Research." *American Journal of Public Health* 2013; 104(1):11-14.
- Hancock T, Minkler M. "Community Health Assessment or Healthy Community Assessment: Whose Community? Whose Health? Whose Assessment?" Chapter 9 in *Community Organizing and Community Building for Health*. Rutgers University Press, 1997.

## **7. Heat Wave (October 6<sup>th</sup>)**

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### Required Reading

- Klinenberg, E. *Heat Wave: A Social Autopsy of Disaster in Chicago*. University of Chicago Press, 2002.

## **8. Neighborhoods (October 13<sup>th</sup>)**

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### Required Readings

- Diez Roux AV, Mair C. "Neighborhoods and Health." *Annals of the New York Academy of Sciences* 2010; 1186:125-145.
- Sharkey P, Faber JW. "Where, When, Why, and For Whom Do Residential Contexts Matter? Moving Away from the Dichotomous Understanding of Neighborhood Effects." *Annual Review of Sociology* 2014; 40(1):559-579.
- Harling G, Ehrlich R, Myer L. "The Social Epidemiology of Tuberculosis in South Africa: A Multilevel Analysis." *Social Science & Medicine* 2008; 66:492-505.
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### Background / Additional Recommended Readings

- Browning CR, Cagney KA. "Neighborhood Structural Disadvantage, Collective Efficacy, and Self-Rated Physical Health in an Urban Setting." *Journal of Health and Social Behavior* 2002; 43(4):383-399.
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- Robert SA, Cagney KA, Weden MM. "A Life-Course Approach to the Study of Neighborhoods and Health." Chapter 8 in Bird et al., (eds.). *Handbook of Medical Sociology*, 6<sup>th</sup> Edition. Vanderbilt University Press, 2010.
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- Takeuchi DT, Walton E, Leung M. "Race, Social Contexts and Health: Examining Geographic Spaces and Places." Chapter 6 in Bird et al., (eds.). *Handbook of Medical Sociology*, 6<sup>th</sup> Edition. Vanderbilt University Press, 2010.
- Williams D, Collins C. "Racial Residential Segregation: A Fundamental Cause of Racial Disparities in Health." *Public Health Reports* 2001; 116:404-416.

## **9. Religion (October 20<sup>th</sup>)**

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### Required Readings

- Chatters LM. "Religion and health: public health research and practice." *Annual Review of Public Health* 2000; 21:335-367.
- Levin JS. "Religion and Health: Is there an Association, is it Valid, and is it Causal?" *Social Science & Medicine* 1994; 38:1475-1482.
- Hummer RA, Rogers RG, Nam CB, Ellison CG. "Religious involvement and U.S. adult mortality." *Demography* 1999; 36:273-285.

- Trinitapoli J. "Religious teachings and influences on the ABCs of HIV prevention in Malawi." *Social Science and Medicine* 2009; 69(2):199-209.
- Bruckner H, Bearman PS. "After the Promise: the STD Consequences of Adolescent Virginity Pledges." *Journal of Adolescent Health* 2005; 36:271-78.

#### Background / Additional Recommended Readings

- Benjamins MR, Trinitapoli J, Ellison CG. "Religious Attendance, Health Maintenance Beliefs and Mammography Utilization: Findings from a Nationwide Survey of Presbyterian Women." *Journal for the Scientific Study of Religion* 2006; 45(4):597-607.
- Burdette AM, Pilkauskas N. "Maternal Religious Involvement and Breastfeeding Initiation and Duration" *American Journal of Public Health* 2012; 102:1865-1868.
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- Idler EL. "Religion, Health, and Nonphysical Senses of Self." *Social Forces* 1995; 74: 683-704.
- Jarvis GK, Northcott HC. "Religion and Differences in Morbidity and Mortality." *Social Science and Medicine* 1987; 25:813-824.
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- Krause N, Ellison CG, Marcum JP. "The Effects of Church-Based Emotional Support on Health: Do They Vary by Gender?" *Sociology of Religion* 2002; 63(1):21-47.
- Levin J, Chatters L, Taylor R. "Theory in Religion, Aging, and Health: An Overview." *Journal of Religion and Health* 2011; 50(2):389-406.

### **10. Isolation & Social Networks (October 27<sup>th</sup>)**

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#### Required Readings

- [C] Berkman LF, Glass T. "Social Integration, Social Networks, Social Support and Health." Chapter 7 in Berkman LF, Kawachi I (eds.). *Social Epidemiology*. Oxford University Press, 2000.
- Christakis NA, Fowler JH. "The Spread of Obesity in a Large Social Network Over 32 Years." *New England Journal of Medicine* 2007; 357:370-379.
- Pescosolido BA. "Of pride and prejudice: The role of sociology and social networks in integrating the health sciences." *Journal of Health and Social Behavior* 2006; 47(3):189-208.
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- [C] Agadjanian V. "Informal Social Networks and Epidemic Prevention in a Third World Context: Cholera and HIV/AIDS Compared." Levy JA, Pescosolido BA (eds.). *Social Networks and Health* 8:201-221.

#### Background / Additional Recommended Readings

- Cohen-Cole, E, Fletcher JM. "Detecting Implausible Social Network Effects in Acne, Height and Headaches: Longitudinal Analysis." *BMJ* 2008; 337:a2533.
- Coleman JS, Katz E, Menzel H. "The diffusion of an innovation among physicians." *Sociometry* 1957; 20:253-270.
- Haas SA, Schaefer DR. "With a Little Help from my Friends: Asymmetrical Social Influence on Adolescent Smoking Initiation and Cessation." *Journal of Health and Social Behavior* 2014;forthcoming.

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- Klovdahl AS, Graviss EA, Musser JM. "Infectious Disease Control: Combining Molecular Biological and Network Methods." Levy JA, Pescosolido BA (eds.). *Social Networks and Health* 8:73-99.
- Morris M. *Network Epidemiology: A Handbook for survey design and Data Collection*. Oxford University Press; 2004.
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- Thoits PA. "Stress, Coping, and Social Support Processes: Where Are We? What Next?" *Journal of Health and Social Behavior* 1995; 35:53-79.
- Umberson D, Montez JK. "Social Relationships and Health: A Flashpoint for Health Policy." *Journal of Health and Social Behavior* 2010; 51(S1):S54-S66.

## **11. Policy & The Social Construction of Disease (November 3<sup>rd</sup>)**

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### Required Readings

- Aronowitz RA. "When do symptoms become a disease?" *Annals of Internal Medicine* 2004; 134:803-808.
- Armstrong EM. "Diagnosing Moral Disorder: The Discovery and Evolution of Fetal Alcohol Syndrome." *Social Science & Medicine* 1998; 47(12):2025-2042.
- Conrad P. "The Shifting Engines of Medicalization." *Journal of Health and Social Behavior* 2005; 46:3-14.
- McGinnis JM, Williams-Russo P, Knickman JR. "The Case for More Active Policy Attention to Health Promotion." *Health Affairs* 2002; 21(2):78-93.
- Woolf SH, Braveman P. "Where Health Disparities Begin: The Role Of Social And Economic Determinants—And Why Current Policies May Make Matters Worse." *Health Affairs* 2011; 30(10):1852-1859.
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- Smith KE. "The politics of ideas: The complex interplay of health inequalities research and policy." *Science and Public Policy* 2013.

### Background / Additional Recommended Readings

- Becker G, Nachtigall R. "Eager for Medicalisation: The Social Production of Infertility as a Disease." *Sociology of Health & Illness* 1992; 14(4):456-471.
- Best RK. "Disease Politics and Medical Research Funding: Three Ways Advocacy Shapes Policy." *American Sociological Review* 2012; 77(5):780-803.
- Braveman PA, Egerter SA, Woolf SH, Marks JS. "When Do We Know Enough to Recommend Action on the Social Determinants of Health?" *American Journal of Preventive Medicine* 2011; 40(S1):S58-S66.
- Brown P. "Naming and framing: The social construction of diagnosis and illness." *Journal of Health & Social Behavior* 1995; 33:267-281.
- Conrad P. *The Medicalization of Society*. Johns Hopkins University Press, 2006.
- Conrad P, Potter D. "From Hyperactive Children to ADHD Adults: Observations in the Expansion of Medical Categories." *Social Problems* 2000; 47:559-582.
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- King M, Bearman PS. "Diagnostic Change and the Increased Prevalence of Autism." *International Journal of Epidemiology* 2009;38(5):1224-1234.

- Lieberman L, Golden SD, Earp JAL. “Structural Approaches to Health Promotion: What do We Need to Know about Policy and Environmental Change.” *Health Education & Behavior* 2013; 40(5):520-525.
- Marmot M, Friel S, Bell R, Houweling TAJ, Taylor S. “Closing the gap in a generation: health equity through action on the social determinants of health.” *The Lancet* 2008; 372(9650):1661-1669.
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- Timmermans S. “Evidence-Based Medicine: Sociological Explorations.” Chapter 18 in Bird et al., (eds.). *Handbook of Medical Sociology*, 6<sup>th</sup> Edition. Vanderbilt University Press, 2010.
- Triechler PA. “AIDS, HIV, and the Cultural Construction of Reality.” Chapter 5 in *How to Have a Theory in an Epidemic: Cultural Chronicles of AIDS*. Duke University Press, 1999.

## 12. Genetics (November 10<sup>th</sup>)

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### Required Readings

- [C] Hertzman C, Frank J. “Biological Pathways Linking the Social Environment, Development and Health.” Chapter 2 in Heymann et al., *Healthier Societies: From Analysis to Action*. Oxford University Press, 2006.
- Freese J. “Genetics and the Social Science Explanation of Individual Outcomes.” *American Journal of Sociology* 2008; 114(S1):S1-S35.
- Pescosolido BA, Perry BL, Long JS, Martin JK, Nurnberger JI, Hesselbrock V. “Under the Influence of Genetics: How Transdisciplinarity Leads Us to Rethink Social Pathways to Illness.” *American Journal of Sociology* 2008; 114(S1):S171-S201.
- Boardman JD. “State-Level Moderation of Genetic Tendencies to Smoke.” *American Journal of Public Health* 2009; 99(3):480-486.
- Shostak S, Conrad P, Horwitz AV. “Sequencing and Its Consequences: Path Dependence and the Relationships between Genetics and Medicalization.” *American Journal of Sociology* 2008; 114(S1):S287-S316.
- Guo G, Wilhelmssen K, Hamilton N. “Gene-lifecourse Interaction for Alcohol Consumption in Adolescence and Young Adulthood: Five Monoamine Genes.” *American Journal of Medical Genetics Part B: Neuropsychiatric Genetics* 2007; 144B(4):417-423

### Background / Additional Recommended Readings

- Bearman PS, Martin MA, Shostak S (eds.) “Exploring Genetics and Social Structure.” Special Issue of *American Journal of Sociology* 2008; 114(S1).
- Guo G (ed.). “Society and Genetics.” Special Issue of *Sociological Methods and Research* 2008; 37(2).
- Parens E, Asch A. “Disability Rights Critique of Prenatal Genetic Testing: Reflections and Recommendations.” *Mental Retardation and Developmental Disabilities Research Reviews* 2003; 9:40-47.
- Almeling R. “Selling Genes, Selling Gender: Egg Agencies, Sperm Banks, and the Medical Market in Genetic Material.” *American Sociological Review* 2007; 72(3):319-340.

## 13. Interventions (November 17<sup>th</sup>)

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### Required Readings

- Turolfo F. “Responsibility as an Ethical Framework for Public Health Interventions.” *American Journal of Public Health* 2009; 99(7):1197-1202.
- Blankenship KM, Friedman SR, Dworkin S, Mantell JE. “Structural Interventions: Concepts, Challenges and Opportunities for Research.” *Journal of Urban Health* 2006; 83(1):59-72.

- Ludwig J, Liebman JB, Kling JR, Duncan GJ, Katz LF, Kessler RC, et al. "What can We Learn about Neighborhood Effects from the Moving to Opportunity Experiment?" *American Journal of Sociology* 2008; 114(1):144-188.
- Hargreaves JR, Boccia D, Evans CA, Adato M, Petticrew M, Porter JDH. "The Social Determinants of Tuberculosis: From Evidence to Action." *American Journal of Public Health* 2011; 101(4):654-662.
- Valente TW, Pumpuang P. "Identifying Opinion Leaders to Promote Behavior Change." *Health Education & Behavior* 2007; 34(6):881-896.

#### Background / Additional Recommended Readings

- Dionne KY. "Local Demand for a Global Intervention: Policy Priorities in the Time of AIDS." *World Development* 2012(16).
- Neaigus A. "The Network Approach and Interventions To Prevent HIV among Injection Drug Users." *Public Health Reports* 1998; 113(S1):140-150.
- Tindana PO, Singh JA, Tracy CS, Upshur REG, Daar AS, Singer PA, et al. "Grand Challenges in Global Health: Community Engagement in Research in Developing Countries." *PLoS Medicine* 2007; 4(9):e273.
- Valente TW. "Network Interventions." *Science* 2012; 337:49-53.
- Wallerstein N, Duran B. "Community-Based Participatory Research Contributions to Intervention Research: The Intersection of Science and Practice to Improve Health Equity." *American Journal of Public Health* 2010; 100(S1):S40-S46.

#### **NO CLASS – Fall Break (November 25<sup>th</sup>)**

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#### **14. Infections and Inequalities (December 1<sup>st</sup>)**

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##### Required Reading

- Farmer P. *Infections and Inequalities: The Modern Plagues*. University of California Press, 1999.

#### **Final Paper Due December 8<sup>th</sup> by 6:20pm (to Canvas)**

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#### **Fall 2014 CLAS Academic Procedures and Deadlines**

The following policies, procedures and deadlines pertain to all degree-seeking students in the College of Liberal Arts and Sciences (CLAS). Please also consult the Official University Academic Calendar and see you advisor if you have questions or concerns.

- **Schedule verification:** It is each student's responsibility to verify online that his/her official registration and schedule of classes is correct before classes begin and prior to the drop/add deadline. Failure to verify schedule accuracy is not sufficient reason to justify a late adds or drops.
- **E-mail:** Students must activate and regularly check their official CU Denver e-mail account for university related messages. Those who forward email should check CU Denver e-mail regularly for messages not automatically forwarded.
- **Waitlists:**
  - Students are automatically notified if they are enrolled in a class from a waitlist via their official CU Denver email account.
  - Students are not automatically dropped from a class if they never attended, stopped attending, or do not make tuition payments, though instructors may request administrative

drops.

- Waitlists are purged after the 1st week of classes. To add a course from August 26-September 3, it is the student's responsibility to get a CLAS Instructor Permission to Enroll in a Course form at <http://www.ucdenver.edu/academics/colleges/CLAS/clas-advising/Pages/CLASAdvising.aspx> or <http://www.ucdenver.edu/academics/colleges/Graduate-School/Pages/default.aspx>, have it signed electronically or in person and submit it according to the instructions on the form. Students and faculty will receive emails with directions for completing registration via official university email and students must complete registration and verify their schedules before census, September 3<sup>rd</sup>, by 5p.m. *After Sept 3: students should meet with their CLAS advisor to learn more about how to petition to add a course late.*
- **Late adds** (after September 3, 2014) will be approved only when circumstances surrounding the late add are beyond the student's control. This will require a written petition and verifiable documentation. Petition forms are available in the CLAS advising office, NC 4002, or the Graduate School, LSC 1251. The signature of a faculty member on a Schedule Adjustment Form does not guarantee that a late add petition will be approved.
- **Late drops** (after November 10, 2014) will be approved only when circumstances surrounding the late drop are beyond the student's control. This will require a written petition and verifiable documentation. Petition forms are available in the CLAS advising office NC 4002 or the graduate school, LSC 1251. The signature of a faculty member on a Schedule Adjustment Form does not guarantee that a late drop petition will be approved.
- **Tuition:** Students are responsible for completing arrangements with financial aid, family, scholarships, etc. (depending on tuition plan selected) to pay their tuition prior to Census Date, September 3, 2014. Students who drop after that date are (1) financially responsible for tuition and fees, (2) academically responsible and will receive a "W" grade, and (3) are ineligible for a refund of COF hours or tuition.
- **Graduation:**
  - Undergraduate students wishing to graduate in Fall 2014 should (1) first meet with their CLAS advisor; (2) meet with their major and minor advisor(s), who will complete the electronic form required to verify eligibility to graduate; and (3) apply for graduation online through UCDAccess. These steps must be completed by no later than 5PM on September 3<sup>rd</sup>, which is an absolute deadline without exception.
  - Graduate students wishing to graduate in Fall 2014 must apply for graduation online through UCDAccess and have a Request for Admissions to Candidacy on file with the CU Denver Graduate School (LSC 1251) no later than 5 PM, September 3, 2014, which is an absolute deadline without exception.

### **Important Dates and Deadlines**

*All dates and deadlines are in Mountain Standard Time (MST).*

- **August 18, 2014:** First day of classes.
- **August 24, 2014:** Last day to add or waitlist a class using the UCDAccess student portal. Last day to drop a class without a \$100 drop charge--this includes section changes.
- **September 1, 2014:** Labor Day--no classes, campus closed.
- **September 3, 2014: Census date.**
  - **9/3/14, 5 PM:** Last day to add structured courses without a written petition for a late add. This is an absolute deadline and is treated as such. This deadline does not apply to independent studies, internships, project hours, thesis hours, dissertation hours, and late-starting modular courses.
  - **9/3/14, 5 PM:** Last day to drop a Fall 2014 course or completely withdraw from all courses using a UCD Access Portal and still receive a tuition refund, minus the drop fee(s). After this date, tuition is forfeited and a "W" will appear on the transcript. This includes section changes. This is an absolute deadline.
  - **9/3/14, 5 PM:** Last day to apply for Fall 2014 graduation.
  - **9/3/14, 5 PM:** Last day to request pass/fail or non-credit option for a course.
  - **9/3/14, 5 PM:** Last day to petition for a reduction in Ph.D. dissertation hours.
- **September 15-24, 5 PM:** Early Alert open to faculty
- **October 27, 2014, 5 PM:** Last day for non-CLAS majors to drop individual courses instructor permission only. After this date, a dean's signature is required on a Schedule Adjustment Form. *Note: Withdrawal from all classes does not require individual instructor signatures. Students must obtain a dean's signature to withdraw from all classes.*
- **November 10, 2014, 5 PM:** Last day for CLAS majors to drop individual courses or withdraw from all classes without a petition and dean's approval. After this date, a petition is required in order to obtain dean's signature approval on a Schedule Adjustment Form. Petition forms are available in NC 4002 for undergraduates and LSC 1251 for graduates.
- **November 24-30:** Fall break, no classes but campus open.
- **November 27:** Thanksgiving Day--no classes, campus closed
- **December 6, 2014:** Last day of classes
- **December 8-13:** Final Exam week
- **December 13:** Fall 2014 commencement
- **December 22, 2014:** Final grades available on UCDAccess and transcripts (tentative).