



PubH 6370-001

Social Epidemiology

Spring 2017

Credits:	2
Meeting Days:	Tuesdays
Meeting Time:	10:10-12:05 pm
Meeting Place:	MoosT 2-580
Instructor:	J. Michael Oakes, PhD
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I. Course Description

To introduce public health and other interested graduate students to the subdiscipline of social epidemiology, including theory and methods.

Social epidemiology is the branch of epidemiology that considers how social interactions and purposive human activity affect health. In other words, social epidemiology is about how a society's innumerable social interactions, past and present, yield differential exposures and thus differences in health outcomes between persons who make up populations. Social epidemiology is thus not only about the identification of new disease specific risk factors (e.g., deficient social capital) it is also about how well-known exposures (e.g., cigarette smoking, lead paint, health insurance) emerge and are maintained by the social system. We consider dynamic social relationships and human activities that ultimately locate toxic dumps in one neighborhood instead of another, make fresh produce available to some and not others, and permit some to enjoy resources such that they can purchase salubrious environments and excellent health care. In short, social epidemiology is about social allocation mechanisms (i.e., economic and social forces) that produce differential exposures that often yield health disparities, be they deemed good or bad.

Social epidemiology is not medical sociology, though the two subdisciplines are related. Whereas the discipline of sociology aims to understand society and the structure of social relationships, epidemiology is concerned with disease/health. Thus, the subdisciplines of social epidemiology and medical sociology do not share the same purpose, or in technical terms, explanandum. Nevertheless, social science students would likely benefit from and contribute to this seminar.

In the end, this course aims to introduce students to the foundational and cutting-edge issues, both theoretical and methodological, in the subdiscipline.

The intended audience is public health and social science graduate students, but all interested and eager students are welcome.

II. Course Prerequisites

None

III. Course Goals and Objectives

Upon completion of this course the student should:

- Better appreciate the epistemological foundations of social epidemiology and public health, more generally.
- Better appreciate the complexity and importance of *social interaction* and social institutions in health outcomes and exposure allocation.
- Understand some basic facts about the social distribution of disease (especially in the USA).
- Better appreciate the purpose and place of social epidemiology within the broader discipline of epidemiology, if not public health and social science more generally.
- Understand the central questions of social epidemiology and the current theory and methods employed to both understand and address them.

WARNING: This course considers topics such as how race and social class are conventionally measured and related to health and well-being. Some may find this material or related discussions triggering or otherwise upsetting. If you need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

IV. Methods of Instruction and Work Expectations

This course will be a traditional didactic graduate seminar where the instructor and students discuss and work through assigned and optional material together. This format includes *extensive* out-of-class reading and instructor led in-class group discussions. Student participation and engagement is essential.

This is a 2-credit course. Since 1 credit is roughly equal to 3 hours of effort per week, and there are 15 weeks in a typical semester, you should expect to devote about 90 hours of effort to this course.

Students must complete all of the following to earn a passing grade in the course:

Satisfactory completion of all assigned readings: Assigned readings (and videos) must be completed before the class in which they are scheduled to be discussed. Readings are critical to useful class discussions. The student is not responsible for optional assignments.

Satisfactory participation in class discussions: Participation is critical to a successful graduate-level seminar. Assigned readings (and videos) must be completed before the class in which they will be discussed. Readings are critical to useful class discussions. Each student's class participation will be subjectively assessed by the Instructor.

Satisfactory participation of assigned 1-page paper reviews: The Instructor will assign approximately 4 papers/chapters to be reviewed by students. Paper reviews (i.e., précis) are to be 1 single-space page in length (typed and printed) and address key aspects of target papers. Reviews must be turned in before the start of class on the day the target paper is to be discussed.

Satisfactory completion of research paper on 'social epidemiology': A traditional high-quality term paper is due within one week of the class ending. The paper may address any aspect of social epidemiology,

including criticism of the approach. Example topics include the role of socioeconomic status in health outcomes, the superiority of genetic explanation over social explanation, and methods to measure racial residential segregation. There are no constraints on length, but 3,000 words is a good target. The paper should be formatted according to submission guidelines for Social Science and Medicine and submitted to the Instructor in PDF format.

V. Course Text and Readings

Two texts are required and may be purchased from any retailer (e.g., Amazon.com):

Berkman, LF, I Kawachi, and MM Glymour, eds. Social epidemiology. Oxford University Press, 2014.

House, James S. Beyond Obamacare: life, death, and social policy. Russell Sage Foundation, 2015.

Additionally, PDF chapters of the Oakes & Kaufman text (both editions, as appropriate) will be provided. A number of other papers must be retrieved from library or other sources, including DropBox.

VI. Course Outline/Weekly Schedule

WEEK 1: BACKGROUND & HISTORY

What is social epidemiology and where did it come from? Why is different about it?

WEEKS 2-5: ISSUES

What are the fundamental issues in/for social epidemiology?

WEEKS 6-7: THEORY & CONSTRUCTS

What theories and/or constructs are fundamental to social epidemiology?

WEEKS 8-11: MEASUREMENT (SPRING BREAK IN WEEK 9)

What are the fundamental measurement issues in social epidemiology?

WEEKS 12-14: DESIGN & INFERENCE

What are the fundamental design and analysis tools in social epidemiology?

WEEK 15: DOING THINGS

What social epidemiological interventions work and why?

WEEK 16: WRAP UP / REVIEW / OPEN

Readings and Tutorials

Reading assignments marked with an asterisk (*) are optional; you will not be expected to read this material, though you may benefit by doing so.

- OK1 Oakes, JM and JS Kaufman. 2006. *Methods in Social Epidemiology*. San Francisco: Jossey-Bass.
- OK2 Oakes, JM and JS Kaufman. 2017. *Methods in Social Epidemiology, 2nd Edition*. San Francisco: Jossey-Bass.
- BKG Berkman, LF, I Kawachi, and MM Glymour, eds. *Social epidemiology*. Oxford University Press, 2014.
- JH House, James S. *Beyond Obamacare: life, death, and social policy*. Russell Sage Foundation, 2015.
- CP Course Packet
- OP Optional, not necessarily provided

WEEK 1: BACKGROUND & HISTORY

- BKG Chapter 1, Historical Framework
- JH Chapter 1, Health, Health Care, Health Policy...
- CP Porter, Chapter 1 – Introduction
- OK1 Chapter 2 – History of Methods in Social Epidemiology to 1965 (Hamlin)
- *CP Porter, Chapter 5 – Epidemics and social dislocation
- *CP Oakes, J. Michael. 2003. "Social Epidemiology & the Revival of Political Economy in Public Health: Part I - Origin Myth and Implications." *Working Paper of the Social Epi Workgroup* University of Minnesota: September 3.

WEEK 2: ISSUES I (BASICS)

- JH Chapter 1, Health, Health Care, Health Policy...
- JH Chapter 4, The Lives, Deaths, and Health of Individuals...
- CP McMichael, A.J. 1999. "Prisoners of the Proximate: Loosening the Constraints on Epidemiology in an Age of Change." *American Journal of Epidemiology* 149:887-897.
- CP Susser, M. 1985. "Epidemiology in the United States after World War II: the evolution of technique." *Epidemiol Rev* 7:147-77.
- OK2 Chapter 1, Advancing Methods in Social Epidemiology
- CP Harper & Strumpf. 2012. "Social epidemiology: questionable answers and answerable questions" *Epidemiology* 23:795
- *CP Oakes JM. 2005. An Analysis of AJE Citations with Special Reference to Statistics and Social Science. *American Journal of Epidemiology*. 161:494-500.

- *CP Susser, M. 1998. "Does Risk Factor Epidemiology Put Epidemiology at Risk? Peering into the Future." *Journal of Epidemiology and Community Health* 52:608-611.
- *CP Oakes, J. Michael. 2008. "Book review: Macrosocial determinants of population health." *American Journal of Epidemiology* 167:1518-1519.
- *OP Jutte, D. P., M. Brownell, et al. (2010). "Rethinking what is important: Biologic versus social predictors of childhood health and educational outcomes." *Epidemiology* 21(3): 314.
- *OP Poole, C. and K. J. Rothman. 1998. "Our conscientious objection to the epidemiology wars." *J Epidemiol Community Health* 52:613-4.
- *OP Hamlin, Christopher. 1995. "Could you Starve to Death in England in 1839? The Chadwick-Farr Controversy and the Loss of 'Social' in Public Health." *American Journal of Public Health* 85:856-66.
- *OP Krieger, N. 1992. "The making of public health data: paradigms, politics, and policy." *J Public Health Policy*, 13(4), 412-427.

WEEK 3: ISSUES II (SOCIAL CAUSES)

- JH Chapter 7, Socioeconomic policies that affect health
- BKG Chapter 2, SES and Health
- CP McGinnis, J. M. and W. H. Foegen. 1993. "Actual causes of death in the United States." *Jama* 270:2207-12.
- CP McKinlay, J. B. and S. M. McKinlay. 1977. "The questionable contribution of medical measures to the decline of mortality in the United States in the twentieth century." *Milbank Mem Fund Q Health Soc* 55:405-28.
- CP Link, B.G., & Phelan, J. 1995. "Social conditions as fundamental causes of disease." *J Health Soc Behav, Spec*, 80-94.
- CP Culter, David, Angus Deaton, and Adriana Lleras-Muney. 2006. "The determinants of mortality." *Journal of Economic Perspectives* 20:97-120.
- *OP Macintyre, S. 1997. "The Black Report and beyond: what are the issues?" *Soc Sci Med* 44:723-45.
- *OP Marmot, M.G., Smith, G.D., Stansfeld, S., Patel, C., North, F., Head, J., White, I., Brunner, E., & Feeney, A. 1991. "Health inequalities among British civil servants: the Whitehall II study." *Lancet*, 337(8754), 1387-1393.

WEEK 4: ISSUES III (RACE, POVERTY, INEQUALITY)

- BKG Chapter 3, Discrimination and Health
- BKG Chapter 4, Income Inequality
- CP Williams, D.R. 1997. "Race and Health: Basic Questions, Emerging Directions." *Annals of Epidemiology*, 7(5), 322-333.
- CP Mankiw 2013. "Defending the one percent" *Journal of Economic Perspectives* 27:21-34
- CP Harper, S., J. Lynch, S. Burris, and G. Davey Smith. 2007. "Trends in the black-white life expectancy gap in the united states, 1983-2003." *JAMA* 297:1224-32.
- CP Jorgenson, Dale. 1998. "Did We Lose the War on Poverty?" *Journal of Economic Perspectives* 12:79-96.

- CP Jenks C. 2002. Does Inequality Matter? *Daedalus* 131:49-65.
- CP Haskins, Ron. 2009. "Getting ahead in America." *National Affairs* 1:36-52.
- CP Stiglitz, JE. 2011. "Of the 1%, by the 1%, for the 1%" *Vanity Fair*
- CP Schrecker, T. 2013. "Can health equity survive epidemiology?" *Preventive Medicine* 57:741-744
- CP Kunitz, S. J., and I. Pesis-Katz. 2005. "Mortality of white Americans, African Americans, and Canadians: The causes and consequences for health of welfare state institutions and policies." *Milbank Q* 83:5-39.
- *CP Carter & Reardon. 2014. *Inequality Matters*. Report for WT Grant Foundation
- *OP Krieger, N. 2000. "Epidemiology and social sciences: towards a critical reengagement in the 21st century." *Epidemiol Rev* 22:155-63.
- *OP Kahn J. "How a drug becomes "ethnic": law, commerce, and the production of racial categories in medicine." *Yale Journal of Health Policy Law and Ethics* 2004;4:1-46.
- CP Alveredo et al. 2013. "The top 1 percent in international and historical perspective." *Journal of Economic Perspectives* 27:3-20
- *OP Muntaner, C., F. J. Nieto, and P. O'Campo. 1996. "The Bell Curve: on race, social class, and epidemiologic research." *Am J Epidemiol* 144:531-6.
- *OP Sen, A. 1993. "The economics of life and death." *Sci Am* 268:40-7.

WEEK 5: ISSUES IV (GENES, ENVIRONMENT, ETC)

- CP Freese, J. 2008. "Genetics and the social science explanation of individual outcomes." *American Journal of Sociology* 114 Suppl:S1-35.
- CP Thayer & Kuzawa. 2011. "Biological memories of path environments" *Epigenetics* 6:1-6
- CP Wray & Maier. 2014. "Genetic basic of complex disease" *Current Epidemiology Reports* 1:220-227
- CP Kristof, N. D. 2009. "Rising above IQ". *New York Times*, June 7.
- CP Ehrlich, Paul, and Marcus W. Feldman. 2007. "Genes, environments & behaviors." *Daedalus* 136:5-12.
- CP Nesse, R. M., and G. C. Williams. 1998. "Evolution and the origins of disease." *Sci Am* 279:86-93.
- CP Gottfredson, L.S. 2004. Intelligence: Is it the epidemiologists' elusive "fundamental cause" of social class inequalities in health? *Journal of Personality and Social Psychology*, 86, 174–199
- *CP Lee, J. J. 2009. Book Review: *Intelligence and How to Get It*. *Personality and Individual Differences* (advanced access)
- *CP Messer et al. 2015. "Developmental programming" *Current Epidemiology Reports*

WEEK 6: THEORY & CONSTRUCTS I

- CP Coleman, Chapters 1 – Metatheory: Explanation in Social Science
- CP Coleman, Chapter 2 – Actors and Resources, Interest and Control
- CP Coleman, Chapter 10 – The Demand for Effective Norms

- CP Coleman, Chapter 15 – From Individual Choice to Social Choice
- *OP Coleman, Chapter 14 – The Problem of Social Choice
- *OP Coleman, Chapter 13 – Constitutions and the Construction of Corporate Actors
- *OP Coleman, Chapter 4 – Authority Relations
- *OP Coleman, Chapter 11 – The Realization of Effective Norms

WEEK 7: THEORY & CONSTRUCTS II

- CP Marshall & Galea. 2014. "Formalizing the role of agent-based modeling in causal inference and epidemiology. 181: 92-99
- CP Shoham et al 2015. "Modeling social norms" Current Epidemiology Reports
- CP Ostrom, Elinor. 2000. "Collective Action and the Evolution of Social Norms." *Journal of Economic Perspectives* 14:137-158.
- CP Portes, Alejandro. 1998. "Social Capital: Its Origins and Applications in Modern Sociology." *Annu. Rev. Sociol.* 24:1-24.
- CP Krieger, N. 2014. "Got Theory?" Current Epidemiology Reports 1:45-56
- CP Sunstein, C.R. 1991. "Why markets don't stop discrimination." *Social Philosophy and Policy*, 8(2), 22-37.
- *CP Bowles, Samuel. 1991. "What markets can - and cannot - do." *Challenge*:11-16.
- *OP Posner, Richard A. 1980. "A theory of primitive society, with special reference to law." *The Journal of Law and Economics* 23:1-53.
- *BKG Chapter 5 (Working Conditions and Health)

WEEK 8: REVIEW & CATCH-UP

- CP Oakes & Andrade. 2014. Methodological Innovations and Advances in Social Epidemiology. Current Epidemiology Reports.

WEEK 9: SPRING BREAK ☺

No readings assigned

WEEK 10: MEASUREMENT I

- OK2 Chapter 3 – Measuring SES (Oakes & Andrade)
- OK1 Chapter 5 – Measuring Poverty (Betson & Warlick)
- *OP Oakes, J. M. and P. H. Rossi. 2003. "The measurement of SES in health research: current practice and steps toward a new approach." *Soc Sci Med* 56:769-84.
- *OP Lochner, Kimberly, Ichiro Kawachi, and Bruce P. Kennedy. 2000. "Concepts of Social Capital: Approaches to Measurement." *Health and Place*:1-33.
- *OP Rossi, Peter H. and Richard A. Berk. 1987. "Varieties of Normative Consensus." *American Sociological Review* 50:333-347.

WEEK 11: MEASUREMENT II

- OK1 Chapter 4 – Measuring and Analyzing 'Race', Racism and Racial Discrimination (Karlson & Nazroo)
- OK1 Chapter 6 – Measuring Health Inequalities (Harper & Lynch)
- CP Kaufman, J. S. and R. S. Cooper. 2010. The Use of Racial/Ethnic Categories in Medical Diagnosis and Treatment. In: What's the Use of Race? Modern Governance and the Biology of Difference (Whitmarsh & Jones, Eds), The MIT Press: Cambridge, MA: Chapter 9, pp. 187-206, 2010.

WEEK 12: DESIGN & INFERENCE I

- CP Kaufman, Jay S. and C. Poole. 2000. "Looking Back on "Causal Thinking in the Health Sciences"." *Annu Rev Public Health* 21:101-119.
- CP Maldonado, G. and S. Greenland. 2002. "Estimating causal effects." *Int J Epidemiol* 31:422-38.
- CP Oakes JM. 2004. "The (mis)estimation of neighborhood effects: causal inference for a practicable social epidemiology." *Social Science & Medicine*.58(10):1929-52.
- *OP Sobel ME. "Spatial Concentration and Social Stratification: Does the Clustering of Disadvantage "Beget" Bad Outcomes?" In Bowles S, Durlauf SS, Hoff K, eds. Poverty Traps. Princeton, NJ: Princeton University Press, 2006.
- *OP Kaufman, Jay S., Sol Kaufman, and Charles Poole. 2003. "Causal Inference from Randomized Trials in Social Epidemiology." *Social Science & Medicine*. 57(12):2397-409
- *OP Hernan MA. "A definition of causal effect for epidemiological research." *J Epidemiol Community Health* 2004;58:265-71.

WEEK 13: DESIGN & INFERENCE II

- OK2 Chapter 9 – Social Network Analysis for Epidemiology (Shoham and Messer)
- OK1 Chapter 10 – CBPR (Lantz et al)
- CP Rossi, Peter H., and James D. Wright. 1984. "Evaluation research: An assessment." *Annual Review of Sociology* 10:331-52.

WEEK 14: DESIGN & INFERENCE III

- OK1 Chapter 14 – Experimental Social Epidemiology: Controlled Community Trials (Hannan)
- OK2 Chapter 12 – Propensity Score Matching Methods for Social Epidemiology (Oakes & Johnson)
- CP St. Pierre, Robert G., and Peter H. Rossi. 2006. "Randomize groups, not individuals: A strategy for improving early childhood programs." *Evaluation Review* 30:656-685.
- CP Oakes, J. Michael, Ann Forsyth, and Kathryn H. Schmitz. 2007. "The effects of neighborhood density and street connectivity on walking behavior: The twin cities walking study." *Epidemiologic Perspectives & Innovations* 4.
- *OP Shadish, W. R. 2002. "Revisiting field experimentation: Field notes for the future." *Psychol Methods* 7:3-18.
- *OK Chapter 17 – Natural Experiments and Instrumental Variable Analyses in Social Epidemiology (Glymour)

- *OP Feldman HA, et al.1997. "Nonmedical Influences on Medical Decision Making: An Experimental Technique Using Videotapes, Factorial Design, and Survey Sampling." *Health Services Research* 32:343-366.
- *OP Riccio JA, Bloom HS. 2002. "Extending the Research of Randomized Social Experiments: New Directions in Evaluations of American Welfare-to-Work and Employment Initiatives." *JRSS-A* 2002;165:13-30.

WEEK 15: DOING THINGS

- JH Chapter 2, Health Care Reform
- CP Wagenaar, A. C., D. M. Murray, J. P. Gehan, M. Wolfson, J. L. Forster, T. L. Toomey, C. L. Perry, and R. Jones-Webb. 2000. "Communities mobilizing for change on alcohol: outcomes from a randomized community trial." *J Stud Alcohol* 61:85-94.
- CP Gormley, William T. 2007. "Early childcare and education: Lessons and puzzles." *Journal of Policy Analysis and Management* 26:633-671.
- CP Ludwig, Jens, and Douglas L. Miller. 2007. "Does head start improve children's life chances? Evidence from a regression discontinuity design." *Quartely Journal of Economics* 122:159-208.
- CP Osypuk, T. et al. 2014. "Do social and economic policies influence health?" *Current Epidemiology Reports* 1:149-64
- CP Prinz, R. J., M. R. Sanders, C. J. Shapiro, D. J. Whitaker, and J. R. Lutzker. 2009. "Population-based prevention of child maltreatment: The U.S. Triple P System population trial." *Prev Sci* 10:1-12.
- CP Deluca, Stefanie, and James E. Rosenbaum. 2003. "If low-income blacks are given a chance to live in white neighborhoods, will they stay? Examining mobility patterns in a quasi-experimental program with administrative data." *Housing Policy Debate* 14:305-346.
- CP Heckman, James J. 2006. "Skill formation and the economics of investing in disadvantaged children." *Science* 312:1900-1902.
- CP* Oakes, JM. 2009. Improving Community Health for the BYI. Whitepaper for Allina Health Systems.
- CP* Nandi & Harper. 2015. "How consequentialist is social epi" *Current Epidemiology Reports*

WEEK 16: WRAP UP / REVIEW / OPEN

Open (student choice of discussion)

VII. Evaluation and Grading

Students will be evaluated on 3 criteria: class participation (30% of grade), 4 précis (30% of grade), and term paper (40% of grade). Based on performance and execution of tasks, each criteria will be subjectively assigned by the instructor.

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course

requirements

A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseeval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal:

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment:

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota:

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: *for courses that do not involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

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