

HEALTH & SOCIETY

11:374:141 **Peter J. Guarnaccia, Ph.D., Professor** Fall 2016

Tuesday, Friday 12:35-1:55

Cook/Douglass Lecture Hall 103

Course Description

This course examines human health in its dynamic relationship to both the social and physical environment. We will explore how a range of social factors determines the health of populations. Through both historical and contemporary case studies we will develop an ecological model of health and disease, drawing on perspectives from medical anthropology, medical sociology, public health, and health psychology. During this process, we will explore a range of cross-cultural strategies for the maintenance of human health and the management of disease. We will learn that **health** is totally embedded in **society**.

Learning Goals: At the end of this course, students will be able to:

1. Define the basic social science concepts of health, disease, medicine and health care
2. Link social conditions, such as culture, inequality, residential patterns and social policies to health outcomes
3. Characterize and compare social, medical, public health and other approaches to improving health outcomes

Required Textbooks (available at the Barnes & Noble Bookstore) [Approx. cost new = \$49.00]

T.R. Reid. 2010. *The Healing of America*. New York: Penguin. [\$17.00 new paperback]

Damon Tweedy. 2015. *Black Man in a White Coat*. New York: Picador. [\$16.00 new paperback]

Steven Johnson. 2006. *The Ghost Map*. New York: Riverhead. [\$16.00 new paperback]

Reserve: All articles will be available electronically on the Sakai site for the course. Books will be on reserve in the Chang Library in Foran Hall on the Cook Campus.

Course Requirements (see handouts for assignment descriptions)

2 Hour Exams	70% (35% each)
1 Book Essay	30%

Office: Room 206 Cook Office Building, Telephone: 848-932-9231

E-mail: guarnaccia@aesop.rutgers.edu

Office Hours: Wednesday 9:30-11:00 am and by appointment.

Section 1. Introduction to Terms & Concepts

- Sept 6 Introduction to the Course**
- 9 **Concepts of Social, Ecological, Health, & Disease**
Sakai: Kleinman, A., L. Eisenberg, and B. Good. 1978. Culture, Illness and Care. *Annals of Internal Medicine* 88:251-258.
- 13 **The Health Seeking Process**
Sakai: Chrisman, N.J. 1977. The Health Seeking Process. *Culture, Medicine and Psychiatry* 1:351-377.
- 16 **Health Care Systems: Where the Action Is!**
Readings: Reid: Chapters 1-3
Sakai: Kleinman, A. 1978. Concepts and a Model for the Comparison of Medical Systems as Cultural Systems. *Social Science and Medicine* 12:85-93.
- 20 **Health Care Systems: Does the U.S. Have One?**
- 23 **Readings:** Reid: Chapters 4-8 (groups assigned to a country) 9-13 (all read).
Videos: “Sick Around America” & “Sick Around the World”

Section 2. Race, Racism and Health

- Sept 27 Health Effects of Racism**
Readings: Tweedy: Part I: Disparities: Chapters 1-4
Sakai: White: Alfred R. Shands, Jr., Lecture; Williams, D. and S.A. Mohammed. 2013. Racism and Health I. *American Behavioral Scientist* 57: 1152-1173
Video: “Unnatural Causes: When the Bough Breaks”
- 30 **Eliminating Racial and Ethnic Disparities in Health**
Readings: Tweedy: Part III: Perseverance: Chapters 8-10
Sakai: Garcia, J. and M.Z. Sharif. 2015. Black Lives Matter. *American Journal of Public Health* 105: e27-30.

- Oct 4 The Latino Paradox**
Video: “Unnatural Causes: Becoming American”
- 7 Cultural Competence in Health Care**
Sakai: Guarnaccia, P. J. & O. Rodriguez. 1996. Concepts of Culture. *Hispanic Journal of Behavioral Sciences* 18:419-443.
[Health Care Systems book essay due]

Section 3. Case Studies: Social & Ecological Aspects of Diseases

- Oct 11 Sickle Cell Anemia, Malaria, & Agriculture**
Sakai: Diamond, J. 1989. Blood, Genes and Malaria. *Natural History* 2:8-18.
- 14 Individual and Cultural Adaptations to Sickle Cell Anemia**
18 Sakai: McElroy & Townsend: Chap 3, Profiles (pp. 84-91 & pp.107-111)
- 21 Schistosomiasis I: What Would You Do?**
[Health Disparities book essay due]
- 25 Schistosomiasis II: Don't Go Near the Water!**
Sakai: Goodfield: Chapter 3
Video: “The Three Valleys of St. Lucia”
- Oct 28 FIRST HOUR EXAM**

Section 4. Case Studies in Global Health

- Nov 1 Smallpox I: Eradicating a Disease through Vaccination**
Video: “The Last Wild Virus”
- 4 Smallpox II: Mass Vaccination and Surveillance/Containment**
Sakai: Goodfield: Chapter 5; Foege: Conclusion

- 8 **Cholera in History**
Reading: Johnson: The investigator, Building the Case, The Pump Handle, The Ghost Map
- 11 **Cholera in Haiti**
Reading: Johnson: Broad Street Revisited
Sakai: Selected New York Times articles
- 15 **Zika Virus: The Latest New Disease**
Sakai: Selected New York Times articles
- Nov 18 **No Class: American Anthropological Association Annual Meeting**
- Nov 23 **No Class: Thanksgiving Recess (Wednesday is Friday classes)**

Section 6. Global AIDS: Myths and Facts

- Nov 29 HIV/AIDS Basics
Video: “The Age of AIDS: Part I”
Sakai: Pepin: Assembling The Puzzle, Epilogue: Lessons Learned
- Dec 2 HIV/AIDS Treatment and Prevention
Video: The Age of AIDS: Part II
- Dec 6 HIV/AIDS: Global Profile
9 **Video:** Rx for Survival: Deadly Messengers
Sakai: Hilts: Changing Minds: Botswana Beats Back AIDS
- Dec 13 **SECOND HOUR EXAM**

Health & Society

Book Essays

Fall 2016

Choose **one (1)** of the following two (2) book essays and write a 5 page essay on it. The essay should be typed, double-spaced. It will be worth up to 100 points [5 points will be deducted for each page over 5 pages]. Due dates vary with the essay assignment. The essay should be able to be written using class lecture notes and the course texts. Extra research is encouraged, and will be rewarded with extra points. We will discuss the book in class to assist you in writing the paper. You are welcome to bring questions and ideas related to the essay to the class discussion. Having these questions ahead of time will help you read the books more critically. I have provided rubrics for each essay. **Essays should be posted to your Dropbox on sakai by 5:00 pm on the due date**

1. Use the concept of *health care systems* to analyze *The Healing of America*. Choose one (1) of the other countries discussed in the book [France, Germany, Japan, the UK, Canada] and compare and contrast its health care system with that of the United States. What do you see as the strengths and weaknesses of each country's health care system? What did you learn about the U.S. health care system through this assignment? Provide specific examples from the book to support your points. **[Due October 7]**

2. Using *Black Man in a White Coat*, write an essay discussing the connections between the history of **racial discrimination** in the U.S. and **health disparities**. Address the following questions:

- a. What do you see as the main sources of health disparities for African Americans and other disadvantaged groups? What are the major sources cited by Tweedy? Do you agree or disagree with his argument?
- b. What do you see as the main solutions to health disparities in the U.S.?
- c. What is the role of cultural competence in addressing health disparities?

Use specific examples from the book to write your essay. You may also bring in examples from the media and/or more personal experiences that are relevant. **[Due October 21]**

Health & Society

Book Essay Rubric: *The Healing of America*

Fall 2016

OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
--------------------	-------------	---------------------	-----------------------

Fully and accurately defines the term health care system	Accurately defines health care system, but in a limited way.	Defines health care system in a single sentence.	Fails to define health care system, or defines it inaccurately.
OUTSTANDING (20 points)	GOOD	SATISFACTORY	UNSATISFACTORY
Fully discusses comparison country's health care system and goes beyond class exercise and readings (30 points)	Discusses the comparison country's health care system fully , but limits sources to class notes and readings.	Discusses the comparison country's health care system in a limited way , and limits sources to class notes and readings.	Discusses the comparison country's health care system in a cursory way with some errors , and limits sources to class notes and does not discuss readings.
Fully discusses U.S. health care system and goes beyond class exercise and readings (30 points)	Discusses U.S. health care system fully , again only using course materials.	Discusses the U.S. health care system in a limited way , again only using course materials.	Discusses the U.S. health care system in a cursory way with some errors , again only using class notes.
Thoroughly discusses what the student learned about the U.S. health care system through the comparison process (20 points)	Provides an adequate discussion of student learning about the U.S. health care system.	Provides a cursory discussion of what the student learned about the U.S. health care system.	Fails to discuss what the student learned about the U.S. health care system.
90-100 points	80-89 points	70-79 points	69 or fewer points

Health & Society

Book Essay Rubric: *Black Man in a White Coat*

Fall 2016

<p>Fully and accurately defines racial discrimination and health disparities (20 points)</p>	<p>Accurately defines key terms, but in a limited way.</p>	<p>Defines key terms in a single sentence.</p>	<p>Fails to define key terms, or defines them inaccurately.</p>
<p>Fully discusses sources of health disparities and goes beyond class readings (30 points)</p>	<p>Discusses sources of health disparities, but limits discussion to class notes and readings.</p>	<p>Discusses the sources of health disparities in a limited way, with limited sources.</p>	<p>Discusses the sources of health disparities in a cursory way with some errors, and limits sources to class notes and does not discuss readings.</p>
<p>Fully discusses solutions to health disparities and goes beyond class readings (30 points)</p>	<p>Discusses solutions to health disparities, again only using course materials.</p>	<p>Discusses solutions to health disparities in a limited way, again only using course materials.</p>	<p>Discusses solutions to health disparities in a cursory way with some errors, again only using class notes.</p>
<p>Thoroughly discusses the role of cultural competence in addressing health disparities (20 points)</p>	<p>Provides an adequate discussion of the role of cultural competence through the essay assignment.</p>	<p>Provides a cursory discussion of the role of cultural competence through the essay assignment.</p>	<p>Fails to discuss the role of cultural competence through the essay assignment.</p>
<p>90-100 points</p>	<p>80-89 points</p>	<p>70-79 points</p>	<p>69 or fewer points</p>

Health & Society

Discussion Questions for Case Studies

Fall 2016

1. What is the **BIOLOGY OF THE DISEASE**?
 - a) What is the primary etiologic agent (bacteria, parasite, virus)?
 - b) What is the mode of transmission?
 - c) How infectious is it?
 - d) How does the disease affect people?
 - e) How is the disease treated?

2. What are the **DISEASE, ILLNESS, & SICKNESS** aspects of the problem?
 - a) How does medical science define the DISEASE?
 - b) How do sufferers view the ILLNESS?
 - c) How does the SICKNESS affect the sufferer's ability to carry out social roles and maintain social relations?

3. What are the **MEDICAL, EPIDEMIOLOGICAL, SOCIAL, CULTURAL, POLITICAL and ECONOMIC** aspects of the intervention program?

4. What does an **ECOLOGICAL MODEL** of this health problem look like?
 - a) What are the macro-environmental and social factors which affect the distribution of the disease?
 - b) What are the micro-biological, environmental and social factors which determine who is affected by the disease?
 - c) How do interventions relate to the biological, environmental, and social aspects of the disease?