HEALTH & SOCIETY

11:374:141  Peter J. Guarnaccia, Ph.D., Professor   Fall 2015

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 = $33]

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)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2 Hour Exams</td>
<td>70% (35% each)</td>
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<tr>
<td>1 Book Essay</td>
<td>30%</td>
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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  1  Introduction to the Course

4  Concepts of Social, Ecological, Health, & Disease

8  MONDAY CLASSES

11  The Health Seeking Process

15  Health Care Systems: Where the Action Is!
Readings: Reid: Chapters 1-3

18  Health Care Systems: Does the U.S. Have One?
22  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  25  Health Effects of Racism
Video: “Unnatural Causes: When the Bough Breaks”

29  Eliminating Racial and Ethnic Disparities in Health
Oct 2  The Latino Paradox
   Video: “Unnatural Causes: Becoming American”

6  Cultural Competence in Health Care
   Hispanic Journal of Behavioral Sciences 18:419-443.

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

Oct 9  Sickle Cell Anemia, Malaria, & Agriculture

13 Individual and Cultural Adaptations to Sickle Cell Anemia
16 Sakai: McElroy & Townsend: Chap 3, Profiles (pp. 84-91 & pp.107-111)
   Book Essay Due

20 Schistosomiasis I: What Would You Do?

23 Schistosomiasis II: Don't Go Near the Water!
   Sakai: Goodfield: Chapter 3
   Video: “The Three Valleys of St. Lucia”

Oct 27  FIRST HOUR EXAM

Section 4. Case Studies in Global Health

Oct 30 Smallpox I: Eradicating a Disease through Vaccination
   Video: “The Last Wild Virus”

Nov 3  Smallpox II: Mass Vaccination and Surveillance/Containment
   Sakai: Goodfield: Chapter 5; Foege: Conclusion
6 **Cholera in History**  
*Reading:* Johnson: The investigator, Building the Case, The Pump Handle, The Ghost Map

10 **Cholera in Haiti**  
*Reading:* Johnson: Broad Street Revisited  
*Sakai:* Selected New York Times articles

13 **Ebola: What Happened This Time?**  
*Sakai:* Selected New York Times articles

### Section 6. Global AIDS: Myths and Facts

**Nov 17**  
**HIV/AIDS Basics**  
*Video:* “The Age of AIDS: Part I”  
*Sakai:* Pepin: Assembling The Puzzle, Epilogue: Lessons Learned

20 **HIV/AIDS Treatment and Prevention**  
*Video:* The Age of AIDS: Part II

23-27 **NO CLASS: THANKSGIVING RECESS**

**Dec 1**  
**HIV/AIDS: Global Profile**

4 **Video:** Rx for Survival: Deadly Messengers  
*Sakai:* Hilts: Changing Minds: Botswana Beats Back AIDS

**Dec 8**  
**SECOND HOUR EXAM**
Write a 5 page essay on the following topic. 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]. The essay should be able to be written using class lecture notes and the course texts. Extra research is encouraged, but it is not required. We will discuss the book in class and do an in-class exercise related to this 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 book more critically.

1. Use the concept of health care systems to analyze The Healing of America.

2. Choose one (1) of the other countries discussed in the book [France, Germany, Japan, the United Kingdom, and Canada] and compare and contrast its health care system with that of the United States.

3. What do you see as the strengths and weaknesses of each country’s health care system?

4. What did you learn about the U.S. health care system through this assignment?

[Due October 16]
### SOCIAL & ECOLOGICAL ASPECTS OF HEALTH & DISEASE

Book Essay Rubric: *The Healing of America*  
Fall 2015

<table>
<thead>
<tr>
<th>OUTSTANDING</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>UNSATISFACTORY</th>
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</thead>
<tbody>
<tr>
<td>Fully and accurately defines the term</td>
<td>Accurately defines health care system,</td>
<td>Defines health care system in a single sentence.</td>
<td>Fails to define health care system, or defines it</td>
</tr>
<tr>
<td>health care system (20 points)</td>
<td>but in a limited way.</td>
<td></td>
<td>inaccurately.</td>
</tr>
<tr>
<td>Fully discusses U.S. health care system</td>
<td>Discusses the U.S. health care system in a</td>
<td>Discusses the U.S. health care system in a limited way,</td>
<td>Discusses the U.S. health care system in a cursory way</td>
</tr>
<tr>
<td>and goes beyond class exercise and</td>
<td>limited way, and limits sources to class</td>
<td>and limits sources to class notes and readings.</td>
<td>with some errors, and limits sources to class notes and</td>
</tr>
<tr>
<td>readings (30 points)</td>
<td>notes and readings.</td>
<td></td>
<td>readings.</td>
</tr>
<tr>
<td>Fully discusses comparison</td>
<td>Discusses comparison country’s health</td>
<td>Provides an adequate discussion of what the student</td>
<td>Discusses the other country’s health care system in a</td>
</tr>
<tr>
<td>country’s health care system and goes</td>
<td>care system fully, again only using course</td>
<td>learned about the U.S. health care system through the</td>
<td>cursory way with some errors, again only using course</td>
</tr>
<tr>
<td>beyond class exercise and readings (30</td>
<td>materials.</td>
<td>essay assignment.</td>
<td>materials.</td>
</tr>
<tr>
<td>points)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Thoroughly discusses what the student</td>
<td>Provides a cursory discussion of what the</td>
<td>Provides a cursory discussion of what the student</td>
<td>Fails to discuss what the student learned about the U.S.</td>
</tr>
<tr>
<td>learned about the U.S. health care</td>
<td>student learned about the U.S. health care</td>
<td>learned about the U.S. health care system through the</td>
<td>health care system through the essay</td>
</tr>
<tr>
<td>system through the comparison process</td>
<td>system through the essay assignment.</td>
<td>essay assignment.</td>
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<tr>
<td>(20 points)</td>
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| 90-100 points                          | 80-89 points                               | 70-79 points                                           | 69 or fewer points                                      |
SOCIAL & ECOLOGICAL ASPECTS OF HEALTH & DISEASE

Discussion Questions for Case Studies

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? (See above)
   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, 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?