

HEALTH & SOCIETY

11:374:141 **Peter J. Guarnaccia, Ph.D., Professor** Fall 2018

Tuesday, Friday 12:35-1:55

Cook/Douglass Lecture Hall 102

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, race and residential patterns to health outcomes
3. Characterize and compare social, medical, public health and other approaches to improving health outcomes
4. Examine and develop solutions to important public health problems

Required Textbooks

T.R. Reid. 2010. *The Healing of America*. New York: Penguin. [\$10.75 new paperback]
Steven Johnson. 2006. *The Ghost Map*. New York: Riverhead. [\$14.50 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%

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

Section 1. Introduction to Terms & Concepts

- Sept 4 **Introduction to the Course**
- 7 **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.
- 11 **The Health Seeking Process**
Sakai: Chrisman, N.J. 1977. The Health Seeking Process. *Culture, Medicine and Psychiatry* 1:351-377.
- 14 **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.
- 18 **Health Care Systems: Does the U.S. Have One?**
- 21 **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**
Sakai: White: Alfred R. Shands, Jr., Lecture; Williams, D. and S.A. Mohammed. 2013. Racism and Health I. *American Behavioral Scientist* 57: 1152-1173
- 28 **Eliminating Racial and Ethnic Disparities in Health**
Sakai: Villarosa, L. 2018. Why America’s Black Mothers and Babies Are in a Life-or-Death Crisis. *The New York Times Magazine*; Blitstein, R. 2009. Racism’s Hidden Toll. *Miller-McCune*.
Video: “Unnatural Causes: When the Bough Breaks”

- Oct 2 The Latino Paradox**
Sakai: Taningco, M.T.V. 2007. Revisiting the Latino Health Paradox. *TRPI Policy Brief*.
Video: “Unnatural Causes: Becoming American”
- 5 Cultural Competence in Health Care**
Sakai: Guarnaccia, P. J. & O. Rodriguez. 1996. Concepts of Culture. *Hispanic Journal of Behavioral Sciences* 18:419-443.

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

- Oct 9 Sickle Cell Anemia, Malaria, & Agriculture**
Sakai: Diamond, J. 1989. Blood, Genes and Malaria. *Natural History* 2:8-18.
[Health Care Systems book essay due]
- 12 Individual and Cultural Adaptations to Sickle Cell Anemia**
16 Sakai: McElroy & Townsend: Chap 3, Profiles (pp. 84-91 & pp.107-111)

19 FIRST HOUR EXAM

23/26 NO CLASS- Conference in Cienfuegos, Cuba

- 30 Schistosomiasis I: What Would You Do?**
- Nov 2 Schistosomiasis II: Don't Go Near the Water!**
Sakai: Goodfield: Chapter 3
Video: “The Three Valleys of St. Lucia”

Section 4. Case Studies in Global Health

- Nov 6 Smallpox I: Eradicating a Disease through Vaccination**
Video: “The Last Wild Virus”

- 9 **Smallpox II: Mass Vaccination and Surveillance/Containment**
Sakai: Goodfield: Chapter 5; Foege: Conclusion
- 13 **Cholera in History**
Reading: Johnson: The Investigator, Building the Case, The Pump Handle, The Ghost Map
- 16 **Cholera in Haiti**
Reading: Johnson: Broad Street Revisited
Sakai: Selected New York Times articles

20/23 No Class: Thanksgiving Recess (Wednesday is Friday classes)

Section 6. Global AIDS: Myths and Facts

- Nov** 27 HIV/AIDS Basics
Sakai: Pepin: Assembling The Puzzle, Epilogue: Lessons Learned
Video: “The Age of AIDS: Part I”
- 30 HIV/AIDS Treatment and Prevention
Video: The Age of AIDS: Part II
- Dec** 4 HIV/AIDS: Global Profile
7 **Sakai:** Hiltz: Changing Minds: Botswana Beats Back AIDS
Video: Rx for Survival: Deadly Messengers
- 11 SECOND HOUR EXAM**

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Book Essay

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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]. See the grading Rubric on the next page. 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 October 9.**

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, or 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.

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Book Essay Rubric: *The Healing of America*

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OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
Fully and accurately defines the term health care system (20 points)	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.
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

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Discussion Questions for Case Studies

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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 that affect the distribution of the disease?
 - b) What are the microbiological, 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?

RESOURCES FOR STUDENTS

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

ACADEMIC INTEGRITY

Plagiarism is a major offense at Rutgers University. You are responsible for understanding the academic integrity policy and following these principles. Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. The complete academic integrity policy can be found here: <http://academicintegrity.rutgers.edu>

STUDENT WELLNESS SERVICES

COUNSELING, ADAP & PSYCHIATRIC SERVICES (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/
www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

VIOLENCE PREVENTION & VICTIM ASSISTANCE (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty.

SCARLET LISTENERS

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.