

## **SOC 389: Race, Culture, and Health (Sections 8 and 10)**

Spring 2022

Instructor: Apoorva Ghosh, Provost's Postdoctoral Fellow in Sociology

Class location: Callaway C101

Class times: Tu/Thu 1:00-2:15, 4:00-4:15

Office Hours: By appointment.

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This course uses a sociological perspective to develop an intersectional and cross-cultural understanding of health, illness, treatments, and therapies. The intent is to deepen your understanding of the scientific and sociocultural foundations of conventional and unconventional healing systems. We'll also understand the various approaches to preventing illness, healing, and maintenance of well-being. We'll study how the alternative approaches to health care complement the biomedical model resulting in the cross-cultural avenues of diagnosis, treatment, and acceptance of health care. You will become familiar with:

- the evolution of medical practices in various racial and ethnic populations;
- the underlying concepts, ideas, principles, and therapeutic practices surrounding these cultural healing systems; and
- the impact that ethnic beliefs and culture have on health promotion, the prevention of health problems, and the treatment of disease.

We'll explore how the cultural values of various racial and ethnic populations impact the extant understanding of health & illness and the utilization of health care services.

### **Learning outcomes**

After completing the course, you should be able to:

- explain how historical factors, behaviors, and belief systems within particular racial/ethnic cultures influence a person's views on health, disease, treatments, and health care.

- describe and explain major ethno-cultural concepts and principles governing several healing approaches or alternative healing systems.
- define and explain common terms related to the various alternative healing systems discussed in this class.
- list and explain some of the emotional, spiritual, psychological, physical, geographical, and behavioral factors influencing health, the manifestation of illnesses, and the therapeutic techniques used in various cultural healing systems.
- explain various approaches practitioners use to diagnose and treat illnesses within their particular medical system.

### **Course material:**

Lectures, readings listed in the lesson plan, handouts (e.g., lecture slides), and other supplementary material (such as, videos) given time-to-time constitute course material.

### **Class participation**

Class participation, or simply participation, will be assessed based on your responses to participation activities *during* course meetings. You will be graded on participation every week. On the first week of the course, you'll take a syllabus quiz as one of the participation activities.

Participation points will be assessed for every course meeting. You will get points out of 10 every week for participation. Cumulatively, these points will carry 30 percent of your course grade.

#### *Participation activities*

On lecture weeks, participation activities will involve *real-time* responses to exercises given in class. Typically, there will be four to six exercises per week. Every exercise will count toward participation grade.

We'll have seminars on health disparities in specific racial/ethnic populations on several weeks of the course. These seminars will also require prior reading and be carried out through active discussions in the class. On seminar weeks, your participation will be graded based on your overall contribution to discussions in class and any assigned activity during class.

### **Assignments**

Weekly writing tasks (essays and Canvas discussions) will carry 60 percent your course grade.

### *Lecture weeks*

A 2-page essay will be due on the Saturday at 11:59 pm of most of the lecture weeks. You'll find the details of these assignments on Canvas. Essays should be written in 12 pt. font, Times New Roman, double- or single-spaced, and with 1-inch margins on all sides. For citing your sources, you should use an MLA referencing style and may use an extra page for references. Essays should be submitted as MS-Word documents. Please follow these formatting guidelines. Submissions violating them may not be assessed for grading.

### *Seminar weeks*

For seminar weeks, your assignment will be to do a peer group discussion on Canvas *prior to the week* based on the readings for the week. You will write an initial post based on a given prompt, react to your peer's post (reaction post), and respond to any question asked by your peer (response post). Your initial post must demonstrate your understanding of the assigned readings and how well you've situated them while responding to the prompt.

### **Group leading for special topic seminars**

This will carry 10 percent of your course grade. You will sign up for seminar leadership in class on one of the last lecture weeks. We'll conduct these seminars by splitting the class into small groups and each seminar leader will lead a group with their discussion question. Seminar leaders must email me their discussion question based on the seminar readings for my review by the preceding Saturday of their seminar class. Each seminar leader will summarize the discussions and conclusions of the group to the class.

### **Late submissions**

Late submissions will NOT be accepted. This policy applies to all writing tasks, class participation exercises, and submission of discussion questions.

### **Electronic submissions**

All works must be submitted electronically. Please don't turn in any paper copies. We want to save trees as well as accept the indispensability of electronic devices in our work lives.

## Academic integrity

Academic integrity is the foundation of this course. This course follows the *strictest* standards for academic integrity and uses provisions for responding to instances of academic misconduct. For example, your writing assignments will be checked for originality using detection tools, such as Turnitin, and strict actions will be taken if the content is found plagiarized.

Violations of academic integrity will be dealt according to Emory College Honor Code available here: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>. Per the college policy, violating academic integrity may result in a failing grade in the course, which will appear on the student's permanent transcript.

Academic misconduct includes, but is not limited to cheating, fabrication, plagiarism, collusion altering graded examinations (take-home or in-class) for additional credit, having another person writing or submitting the work for you, or facilitating academic dishonesty or as further specified in this policy or other campus regulations. Below are some of the definitions<sup>[1]</sup>:

*Cheating* is the unauthorized use of information in any academic exercise, or other attempt to obtain credit for work or a more positive academic evaluation of work through deception or dishonesty. Cheating includes, but is not limited to: copying from others during an examination; sharing answers for a take-home examination without permission; using notes without permission during an examination; using notes stored on an electronic device without permission during an examination; using an electronic device to obtain information during an exam without permission; taking an examination for another student; asking or allowing another person to take an examination for you; tampering with an examination after it has been corrected, then returning it for more credit than deserved; submitting substantial portions of the same academic work for credit in more than one course without consulting the second instructor; preparing answers or writing notes in a blue book before an examination; falsifying laboratory, or other research, data or using another person's data without proper attribution; allowing others to do the research and writing of an assigned paper (for example, using a commercial term paper service or downloading a paper from the internet); and working with another person on a project that is specified as an individual project.

*Collusion* is when any student knowingly or intentionally helps another student to perform any of the above acts of cheating or plagiarism. Students who collude are subject to discipline for academic dishonesty. No distinction is made between those who cheat or plagiarize and those who willingly facilitate cheating or plagiarism.

*Plagiarism* refers to the use of another's ideas or words without proper attribution, or credit. This includes, but is not limited to: copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own; using the views, opinions, or insights of another without acknowledgment; or paraphrasing the ideas of another without proper attribution. Credit must be given: for every direct quotation; when a work is paraphrased or summarized, in whole or in part (even if only brief passages), in your own words; and for information which is not common knowledge. The requirement to give credit applies to published sources, information obtained from electronic searches and unpublished sources.

## **Academic Intellectual Property**

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## **LESSON PLAN : ASSIGNED READINGS**

The readings for lecture days must be read before class.

## **LECTURE WEEKS**

### **Week 1: Introduction to Race, Culture, and Health**

January 11: Course Syllabus

January 13: Acevedo-Garcia, Dolores, Theresa L. Osypuk, Nancy McArdle, and David R. Williams. "Toward a policy-relevant analysis of geographic and racial/ethnic disparities in child health." *Health affairs* 27.2 (2008): 321-333.

### **Week 2: Systems of Healing and Cultural Competence in Health Care**

January 18: Carteret, Marcia. "Culturally-based beliefs about illness causation." *Dimensions of Culture: Cross-cultural communications for healthcare professionals* (2011).

January 20: Purnell, Larry. "The Purnell model for cultural competence." In *Transcultural Healthcare: A Culturally Competent Approach*. Philadelphia, PA: F. A. Davis Company (2008)

### **Week 3: Health Decisions: Interactions between the Biomedical System of Care and the Patient Worldview**

January 25: Tilbert, Jon C. "The role of worldviews in health disparities education." *Journal of General Internal Medicine* 25.2 (2010): 178-181.

January 27: Bates, Maryann S., Lesley Rankin-Hill, and Melba Sanchez-Ayendez. "The effects of the cultural context of health care on treatment of and response to chronic pain and illness." *Social Science & Medicine* 45.9 (1997): 1433-1447.

#### **Week 4: The Use of Complementary and Alternative Medicine (CAM)**

February 1: The White House Commission on Complementary and Alternative Medicine Policy. (2002). Chapter 2: Overview of CAM in the United States: Recent History, Current Status, and Prospects for the Future.

February 3: Freeman, Lynda. Chapter 6. Meditation. *Complementary and alternative medicine: A research-based approach* (3rd ed.),. St. Louis, MO: Mosby (2009).

#### **Week 5: How Religion Influences Health?**

February 8: Koenig, Harold G. "Religion, spirituality, and health: The research and clinical implications." *International Scholarly Research Notices*, 1-33 (2012).

February 10: Johnson, Byron R., Ralph Brett Tompkins, and Derek Webb. Research Examining the Relationship Between Religion and Health & Well-Being Outcomes (pp. 10-15 ). In *Assessing the effectiveness of faith-based organizations: A review of the literature*. Center for Research on Religion and Urban Civil Society, University of Pennsylvania (2008)

#### **Week 6: Racially and Culturally Competent Communication in Healthcare**

February 15: Galanti, Geri-Ann. Chapter 3: Pain. Caring for patients from different cultures. University of Pennsylvania Press, 2004.

February 17: Center for the Study of Social Policy. Integrating the Promotores Model to Strengthen Community Partnerships (2019)

#### **Week 7: COVID-19 and the Racial Health Disparities in the US (February 22 and 24)**

TBD

#### **SEMINAR WEEK**

##### *Health Disparities in Specific Populations*

#### **Week 8: Hispanic and Latinx Populations (March 1 and 3)**

Aldrich, Lorna and Jayachandran Variyam. "Acculturation erodes the diet quality of US Hispanics." *Food Review* 23.1482-2016-121401 (2000): 51-55.

Callister, Lynn Clark, and Ana Birkhead. "Acculturation and perinatal outcomes in Mexican immigrant childbearing women: an integrative review." *The Journal of Perinatal & Neonatal Nursing* 16.3 (2002): 22-38.

Ford, Kathleen, and Anne E. Norris. "Urban Hispanic adolescents and young adults: Relationship of acculturation to sexual behavior." *Journal of Sex Research* 30.4 (1993): 316-323.

Markides, Kyriakos S., and Jeannine Coreil. "The health of Hispanics in the southwestern United States: an epidemiologic paradox." *Public Health Reports* 101.3 (1986): 253-265.

Office of Minority Health. Hispanic/Latino profile (2019).

### **Week 9: Spring Recess**

No class on March 8 and 10

## **LECTURE WEEK**

### **Week 10: The Culture of Health Beyond Race & Ethnicity (March 15 & 17)**

March 15: Dean, Laura, Ilan H. Meyer, Kevin Robinson, Randall L. Sell, Robert Sember, Vincent MB Silenzio, Deborah J. Bowen, et al. "Lesbian, gay, bisexual, and transgender health: Findings and concerns." *Journal of the Gay and Lesbian Medical Association* 4.3 (2000): 102-151. [Read the section "Lesbian, Gay, and Bisexual Health Concerns" (pp. 111-125)]

March 17: Siple, Linda, Leslie Greer, and Barbra Ray Holcomb. "Deaf Culture. PEPNet Tipsheet." *PEPNet-Northeast* (2004).

## **SEMINAR WEEKS**

### ***Health Disparities in Specific Populations***

### **Week 12: Native Americans and Alaskan Natives (March 22 & 24)**

Advameg Inc. *Diet of Native Americans* (2007).

Ballew, Carol, et al. *Final report on the Alaska Traditional Diet Survey*. Alaska Native Epidemiology Center, Alaska Native Health Board (2004).

Seale, J. Paul, Sylvia Shellenberger, and John Spence. "Alcohol problems in Alaska Natives: lessons from the Inuit." *American Indian and Alaska Native Mental Health Research: The Journal of the National Center* 13.1 (2006): 1-31.

### **Week 13: Blacks and African Americans (March 29 & 31)**

Welch, Melissa. "Care of Blacks and African Americans." *Cross-cultural Medicine* (2003): 29-60.

Clarke-Tasker, V. "Cancer prevention and detection in African-Americans." In *Cancer prevention in minority populations: Cultural implications for health care professionals*. St. Louis, MO: Mosby (1993).

Lu, Michael C, and Neal Halfon. "Racial and ethnic disparities in birth outcomes: a life-course perspective." *Maternal and child health journal* 7.1 (2003): 13-30.

Purnell, Larry D., and Betty J. Paulanka. *Transcultural health care: A culturally competent approach* Philadelphia, PA: F. A. Davis Company (2008). [Read Chapter: People of African American Heritage]

### **Week 14: Asian Americans (April 5 & 7)**

Anderson, James N. "Health and illness in Pilipino immigrants." *Western Journal of Medicine* 139.6 (1983): 811-819.

Adams, Patricia F., Patricia M. Barnes, and Eve Powell-Griner. Health characteristics of the Asian Adult population: United States, 2004–2006. *Vital and Health Statistics, No. 394*. Hyattsville, MD: National Center for Health Statistics (2008).

Substance Abuse and Mental Health Services Administration. Chapter 5: Mental health care for Asian Americans and Pacific Islanders. In *Mental health: Culture, race, and ethnicity: A supplement to mental health: A report of the surgeon general* (2001).

### **Week 15: White/ European Mediterranean Populations (April 12 & 14)**

Armer, Jane M., and M. Elise Radina. "Definition of health and health promotion behaviors among Midwestern Old Order Amish families." *Journal of Multicultural Nursing & Health* 12.3 (2006): 44-53.

Bassett, David R., Patrick L. Schneider, and Gertrude E. Huntington. "Physical activity in an Old Order Amish community." *Medicine & Science in Sports & Exercise* 36.1 (2004): 79-85.

Bassett Jr, David R., Mark S. Tremblay, Dale W. Esliger, Jennifer L. Copeland, Joel D. Barnes, and Gertrude E. Huntington. "Physical activity and body mass index of children in an old order Amish community." *Medicine and science in sports and exercise* 39.3 (2007): 410-415.

Ferketich, Amy K., Mira L. Katz, Ross M. Kauffman, Electra D. Paskett, Stanley Lemeshow, Judith A. Westman, Steven K. Clinton, Clara D. Bloomfield, and Mary Ellen Wewers. "Tobacco use among the Amish in Holmes County, Ohio." *The Journal of Rural Health* 24.1 (2008): 84-90.

Leach, Ben. The road to genetic cures. *Scienceline* (2007, February 1).

### **LECTURE WEEK**

#### **Week 16: Conclusion: How to reduce healthcare disparities? (April 19 & 21)**

April 19: National Partnership for Action to End Health Disparities. *National stakeholder strategy for achieving health equity*. Rockville, MD: U.S. Department of Health and Human Services, Office of Minority Health (2011, April).

April 21: Smedley, Brian D., Adrienne Y. Stith, and Alan R. Nelson (eds.). *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. National Academies Press (US), 2003. [Read the summary chapter]