APPLICATION FOR NEW COURSE

1. Submitted by College of Medicine ___________________________ Date 11/15/06

Department/Division offering course Behavioral Science

2. Proposed designation and Bulletin description of this course

a. Prefix and Number BSC764

b. Title* Seminar in Health Inequities

*NOTE: If the title is longer than 24 characters (including spaces), write A sensible title (not exceeding 24 characters) for use on transcripts Sem in Hlth Inequities

c. Lecture/Discussion hours per week 3

d. Laboratory hours per week 0

e. Studio hours per week 0

f. Credits 3

3. Course description

This course is designed to critically examine undeniable inequities in the distribution of morbidity and mortality. Students explore linkages between disease burdens and the social, economic, and cultural contexts of our rapidly changing world by integrating local, national and international perspectives from social and biomedical sciences.

4. Prerequisites (if any)

Graduate studies in the social sciences and permission of the instructor.

5. May be repeated to a maximum of NA (if applicable)

6. To be cross-listed as NA

Prefix and Number

Signature, Chairman, cross-listing department

7. Effective Date Spring ‘08 (semester and year)

8. Course to be offered x Fall or x Spring □ Summer

9. Will the course be offered each year? □ Yes xx No

(Explain if not annually)

This is an elective graduate seminar fulfilling requirements for various master’s and Ph.D. level students

in several different degree programs and so will be offered on a rotating basis with other department graduate seminars.

10. Why is this course needed?

This course is already offered as a BSC772 Special Topics Seminar. Due to its success (enrollments & positive student evaluations) and to department plans to continue offering it, a more permanent course title and number is needed.

11. By whom will the course be taught? Nancy E. Schoenberg

12. Are facilities for teaching the course now available? x Yes □ No

If not, what plans have been made for providing them?

NA
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 10-15 masters level and Ph.D. students

11. Will this course serve students in the Department primarily? □ Yes X No
    Will it be of service to a significant number of students outside the Department? X Yes □ No
    If so, explain.

The course is an elective for students in the recently created Col of Public Health, Col of Medicine’s MS in Medical Science, Certificates in Behavioral Science and in Health Communication and graduate programs such as Gerontology and Psychology.

Will the course serve as a University Studies Program course? □ Yes X No

If yes, under what Area? NA

12. Check the category most applicable to this course
    □ traditional; offered in corresponding departments elsewhere;
    X relatively new, now being widely established
    □ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? X Yes □ No

14. Is this course part of a proposed new program:
    If yes, which? □ Yes X No
    No, but several students from new programs will enroll in it (see above).

15. Will adding this course change the degree requirements in one or more programs?
    If yes, explain the change(s) below (NOTE – If “yes,” a program change form must also be submitted.) □ Yes X No
    NA

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used. See syllabus

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. □ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name Nanc y E. Schoenberg Phone Extension 323-8175
APPLICATION FOR NEW COURSE

Signatures of Approval:

10/07/06
Date of Approval by Department Faculty

3/19/07
Date of Approval by College Faculty

3/19/07
Date of Approval by Undergraduate Council Curriculum Committee

6/19/07
Date of Approval by Graduate Council

*Date of Approval by Health Care Colleges Council (HCCC)

*Date of Approval by Senate Council

*Date of Approval by University Senate

*If applicable, as provided by the Rules of the University Senate

Rev 7/06

Reported by Department Chair

Reported by College Dean

Reported by Undergraduate Council Chair

Reported by Graduate Council Chair

Reported by HCCC Chair

Reported by Senate Council Office

Reported by Senate Council Office
BSC 764: Seminar on Health Inequities
Sample syllabus for course proposal
College of Medicine Office Building, Room 104

Instructor:
Nancy E. Schoenberg, Ph.D.
125 College of Medicine Office Building, Speed sort: 0086
Telephone: 323-8175
Fax: 323-5350
Email: nesch@uky.edu

Office hours: Tuesdays 8-10 am and by appointment.

Course description:
Despite major improvements in the health status of many populations during the latter part of the 20th century, undeniable inequities in the distribution of morbidity and mortality persist. Such differences are notable when examining gender, ethnicity, social class, and residence, among other factors. For example, the NY Times has noted, “An explosion of research is demonstrating that social class is one of the most powerful predictors of health, more powerful than genetics, exposure to carcinogens, even smoking.” Indeed, the ambitious yet praiseworthy goal of “eliminating health disparities” as stated in Healthy People 2010 is tempered by a more humble and cautious view that recognizes close linkages between disease burdens and the social, economic, and cultural contexts of our rapidly changing world. This course is designed to explore these linkages by integrating local, national and international perspectives from social and biomedical sciences. While a prevailing view maintains that health status is determined by individual behaviors and priorities, this course focuses upstream to examine the powerful social, political and economic forces that contribute to health inequities here in Lexington, Kentucky and around the world.

Prerequisites:
Graduate studies in the social sciences and permission of the instructor. Enrollment is limited to 8 students.

Course objectives:
The course will prepare students to:
1. Explore the theoretical concepts relevant to the social determinants of health.
2. Critically evaluate the current state of research on a diversity of topics within the fields of health status, access to health resources, and social location.
3. Engage in and direct thought-provoking discussions of perspectives on health inequities. This will entail extensive interactions with others in the class.
4. Develop expertise in a topic of particular interest to the student that involves an exploration of health inequities.

Attendance:
As this is a graduate level course, you are expected to attend class and be prepared to discuss the required readings. If you have a university excused absence you should notify the instructor prior to the class, when possible. Each unexcused absences will result in 5% reduction in the final grade for the course.

University policy on plagiarism and cheating:
PLAGIARISM and CHEATING are serious academic offenses. The minimum penalty for those academic offenses is final grade E in the course.

The University regulations pertaining to this matter can be found at http://www.uky.edu/StudentAffairs/Code/ Of particular relevance is Part II, SELECTED RULES OF THE UNIVERSITY SENATE GOVERNING ACADEMIC RELATIONSHIPS, Section 6.3 that can be found at http://www.uky.edu/StudentAffairs/Code/part2.html

These rules in particular say: PLAGIARISM All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel
unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.3.2 CHEATING is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

Evaluation and activities:
This seminar is intended to assist students in developing independent thoughts in a collaborative, stimulating environment. Unlike lecture formats, the aim of the course is to draw from the strengths of each member of the class to enlighten other classmates. Like all democratic approaches, this challenges all participants to be responsible, contribute greatly and thoughtfully, and to take leadership roles. In order to prepare the student to meet these challenges, this seminar requires 3 activities, as described below:

A. Leading Discussion (15% of grade)

You will be asked to sign up to act as a leader of the discussion for one class session. In this role, you should address the readings of the week, pose thoughtful questions, and perhaps organize interesting activities that highlight the ideas behind the readings. I will be available to assist you in developing your ideas, but I encourage you to be independent, innovative and enlightening. You may work in a team of two.

B. Class participation and activities (35% of grade)

Participation: My perspective on this is that if you’re not talking, chances are that you are not fully listening and learning. Participating in class is a way of engaging in the topic. Learning from your colleagues, as well as from me, is a crucial part of your education. On the other hand, it is disrespectful and inconsiderate to monopolize the seminar. My other perspective on participation is that I am here to assist in the flow of the discussion and to challenge you to think and learn. I will introduce the topic for the first 15 minutes of class and conclude for the last 10; however, it is not my intention to lecture or to allow you to become overly passive or irritatingly overly participatory. You will receive a mid-term assessment of your class participation, so that you will either feel like you are on the right track or have ample time to improve your participation.

Assignments: In addition to your active participation in class discussion, you will be required to hand in three short assignments over the course of the semester and briefly (5 minutes) discuss your findings the day each assignment is due.

C. Research project and class presentation (50% of grade)

This will be your opportunity to develop rigorously your particular research interest. While the topic of your research is wide open, you should focus on health inequities. Please share your ideas with me so that I can confirm the appropriateness of your choice for this course and offer some suggestions. This project should take one of two formats, as discussed below:

A. A research proposal: At some point in your education and career, you will create a plan of research or a grant proposal that you will submit to an agency for funding. This class may be a good time to practice writing a proposal. The proposal should follow standard NIH guidelines, which I will gladly provide to you. It should be approximately 10-15 pages in length (single spaced) and maintain rigorous scientific standards. If you are interested in pursuing this option, I will be pleased to share suggestions for writing proposals.
B. A library research paper: The intention of this activity is to allow you time to explore a topic of interest and to collect relevant literature, and to insure that you present this material in a logical and well-written format. I will present you with written guidelines and suggestions on organizing a library research paper, which should be approximately 20 pages in length and no more than 30, inclusive of references, figures, and tables.

While it is your responsibility to conduct your research activities in a timely and rigorous manner, I intend to confer with you individually several times during the semester. In addition, we will share our research ideas in class in order to keep ourselves on our toes and to encourage collaborations. Guidelines for the class presentations will be provided for you later in the semester. You will be expected to prepare a 15 minute formal presentation, with 10 minutes for questions. Please rehearse your presentation several times.

Grades:
Because I view my role in this class as a facilitator, discussant, and senior colleague, I intend to give you intellectual guidance and feedback. I will provide you with feedback on all of your written work and on your class presentations. The following are guidelines that I will adhere to:

A = outstanding quality of work.
B = solid, graduate-level work
C = additional time, effort, and consultations are needed in order to enhance the quality of work to graduate level.

In terms of percentages, the final course letter grade assigned by the faculty will be determined using conventional standards (i.e., A = 90% or above; B = 80-89%; C = 70-79%; D = 69% or below).

Course readings:
There are two required books that are available at amazon.com, the UK bookstore, etc.

- Evans, Timothy, Margaret Whitehead, Finn Diderichsen, Abbas Bhuiya, and Meg Wirth, editors. 2001. Challenging Inequities in Health: From Ethics to Action. Oxford University Press. (Referred to throughout the syllabus as CIH)

A packet of photocopied readings (required and recommended) will serve as a fundamental part of the class. These readings will be available for a three-hour checkout at the BSC reading room.
Course Calendar

Section 1: Introduction to the Field of Health Inequity Research

**August 31 – Introduction**

Required Readings:
(1) Introduction. Evans et al., 2001 (Ch.1 in CIH)
(2) Achieving Health Equity...Ibrahim et al., 2003
(3) More Than Just ‘Interesting!’...” Heggenhougen, 2000

Recommended Readings:
(5) The Social Origins and Expressions of Illness. Singer, 2004

**September 7 – Accounting for Health Inequities: Ethics, Theories and Measures**

Required Readings:
(1) The Social Basis of Disparities in Health. Diderichsen et al. (Ch.2 in CIH)
(2) Ethical Dimensions of Health Equity. Peter & Evans (Ch.3 in CIH)
(3) Theorising Inequalities in Health...Popay et al., 1998
(4) Health Equity: Perspectives, Measurability...Sen (Ch.6 in CIH)
(5) Measuring Disparities in Health...Anand et al. (Ch. 5 in CIH)

Recommended Readings:
(6) What does equity in health mean? Pereira, 1993
(5) Whose Fault Is It? People’s Own Conceptions of...Blaxter, 1997
(7) On the Methodological, Theoretical and...Forbes, et al., 2001

Section 2: Exploring the Determinants of Health Inequity

**September 14: Gender and Health Inequity**

Dr. Michele Rivkin-Fish as guest speaker
Assignment #1 – Due

Required Readings:
(1) Gender, Health, and Equity: the Intersections. Ostlin et al. (Ch.13 in CIH)
(2) Gender Inequalities in Health: Research at... Annandale & Hunt, 2000
(3) Gender Equity in Health: Debates and Dilemmas. Doyal, 2000
(4) Gender Inequalities of Health in the Third World. Okojie, 1994

Recommended Readings:
(6) Russia: Socioeconomic D/of the Gender...Shkolnikov et al. (Ch. 11 in CIH)
(7) Feminism meets the ‘new’ epidemiologies. Inhorn and Whittle, 2001

**September 21: Race/Ethnicity, Racism, and Health Inequity**

Required Readings:
(1) Race to Health... Thomas, 2003
(2) South Africa: Addressing the Legacy of Apartheid. Gilson et al. (Ch.14 in CIH)
(3) Levels of Racism...Jones, 2000.
(4) Race, Racism, and the Practice of Epidemiology. Jones, 2001
(6) The Color Line: Race Matters... Thomas, 2001
Recommended Readings:
(6) Embodying Inequality: A Review of Concepts ... Krieger, 1999
(7) Paradigm Lost: Race, Ethnicity, and the... Oppenheimer, 2001

September 28: Socio-Economic Determinants

Required Readings:
(1) Enough to make you sick? Epstein, 2003
(2) Beyond the income inequality hypothesis... Coburn, 2004
(3) Hard Lives and Evil Winds: Illness Aetiology and the... Segar, 1997
(4) The uneven tide of the health transition... Heuveline et al., 2002
(5) United States: Social Inequality... Kubzansky et al. (Ch. 9 in CIH)

Recommended Readings:
(7) Child health on a dollar a day...Wagstaff, 2004
(8) Health inequalities and the health of the poor... Gwatkin, 2000

October 5: Obstacles in Access to Health Care
Dr. Josefina Lopez as guest speaker

Required Readings:
(1) Deadly Inequality in the Health Care “Safety Net...” Becker, 2004
(2) The political economy of responsibility in health... Donahue et al., 1995
(3) The GLBT Health Access Project... Clark et al., 2001
(4) Mexico: Marginality, Need... Lozano et al. (Ch.19 in CIH)
(5) China: Increasing Health Gaps in a ... Liu et al. (Ch.7 in CIH)

October 12: The Life Course and Health Inequity
Assignment #2 due

Required Readings:
(1) Life course influences on health in early old age. Berney et al., 2000
(2) Tanzania: Gaining Insights... Nantulya et al. (Ch.12 in CIH)
(3) Chapters 7-9 from Scheper-Hughes’s Death w/o Weeping, 1992

October 19: Polluting Environments and the Politics of Place

Required Readings:
(1) Is There a Place for Geography in the Analysis... Curtis and Jones, 1998
(2) Zoning, Equity, and Public Health” Maantay, 2001
(3) Less Equal than Others. Lancet editorial, 1994
(4) The urban environment and health in a world of..." McMichael, 2000

Section 3: Intervention, Advocacy and Policy Issues

October 26: Community Based Participatory Research

Required Readings:
(1) Community-Based Participatory Research... Leung et al., 2004
(2) Reporting Pesticide Assessment Results to... Quandt et al., 2004
(3) A Study of Sexual Health Applying the... Reese & Dodge, 2004
November 2: Presidential Election – NO CLASSES TODAY!

November 9: : Independent Time – Class Will Not Meet!  
Please use this time to read Paul Farmer’s book Pathologies of Power, work on your final project, and prepare your response for Assignment #3 (due November 16th – our next seminar).

November 16: Paul Farmer’s Pathologies of Power

Assignment #3 – Due

November 23: Policy and Intervention

Required Readings:
(1) Developing the Policy Response to Inequities…Whitehead et al. (Ch.21 in CIH)
(2) International perspectives on health inequalities and policy. Leon et al., 2001
(3) Health Inequality and Public Policy…Blane, 1999
(4) Health Interventions and Health Equity…Koenig et al., 2001

Recommended Readings:
(1) Health Care Financing…Hsiao & Liu (Ch.18 in CIH)

Section 4: Student Presentations

November 30: Class presentations

December 7: Class presentations. All papers due no later than December 10.
Packet Bibliography

American Anthropological Association

Annandale, Ellen and Kate Hunt

Becker, Gay

Berney, Lee, David Blane, George D. Smith, and Paula Holland

Blane, David

Blaxter, Mildred

Boddy, Janice

Braveman, Paula, Barbara Starfield, and J. Jack Geiger

Clark, Mary, Stewart Landers, Rhonda Linde, and Jodi Sperber

Coburn, David
2004 Beyond the income inequality hypothesis: class, neo-liberalism, and health inequities. Social Science and Medicine 58:41-56.

Curtis, Sarah and Ian Rees Jones

Donahue, John M. and Meredith B. McGuire

Doyal, Lesley

Epstein, Helen

Evans, Timothy, M. Whitehead, F. Diderichsen, A. Bhuiya, and M. Wirth, editors

Farmer, Paul

Forbes, Angus and Steven P. Wainwright

Gilson, Lucy

Gwatkin, D. R.

Heggenhougen, H. K.

Heuville, P., M. Guillot, D. Gwatkin

Ibrahim, S. A., S. Thomas, and M. J. Fine

Inhorn, Marcia and Lisa Whittle

Jones, Camara Phyllis

Jones, Camara Phyllis

Koenig, Michael A., David Bishai, and Mehrab Ali Khan

Koivusalo, Meri and Eeva Ollila

Krieger, Nancy

Lancet editorial

Leon, David, Gill Walt, and Lucy Gilson

Leung, Margaret W., Irene H. Yen, and Meredith Minkler
2004 Community Based Participatory Research: A Promising approach for increasing epidemiology’s relevance in the 21st century.

Maantay, Juliana

McMichael, Anthony J.

Okojie, Christiana E. E.
Oppenheimer  

Pereira, Joao  

Popay, Jennie, Gareth Williams, Carol Thomas, and Tony Gatrell  

Quandt, Sara A., A.M. Doran, P. Rao, J. Hoppin, B. Snively, and T. Arcury  

Reece, Michael and Brian Dodge  

Schep-Hughes, Nancy  

Schep-Hughes, Nancy  

Segar, Julia  

Singer, Merrill  

Thomas, Martha  

Thomas, Stephen  

Wagstaff, Adam  
2004 Child health on a dollar a day: some tentative cross-country comparisons, Social Science and Medicine 57:1529-1538.

Wing, Steve  
# UNIVERSITY SENATE ROUTING LOG

**Proposal Title:**
Name/email/phone for proposal contact:

**Instruction:** To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

<table>
<thead>
<tr>
<th>Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)</th>
<th>Contact person Name (phone/email)</th>
<th>Consequences of Review:</th>
<th>Date of Proposal Review</th>
<th>Review Summary Attached? (yes or no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Behavioral Science</td>
<td>John F. Wilson (3-6257, <a href="mailto:jfwilson@pop.uky.edu">jfwilson@pop.uky.edu</a>)</td>
<td>Approved</td>
<td>12/1/06</td>
<td>No</td>
</tr>
<tr>
<td>COM Curriculum Committee</td>
<td>Darrell Jennings 7-5386</td>
<td>Approved</td>
<td>2-19-07</td>
<td>No</td>
</tr>
<tr>
<td>COM Faculty Council</td>
<td>Eric Buehler 3-6412</td>
<td>Approved</td>
<td>4-17-07</td>
<td>No</td>
</tr>
<tr>
<td>COM Dean</td>
<td>Jay Perman 3-6582</td>
<td>Approved</td>
<td>4-27-07</td>
<td>No</td>
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</tbody>
</table>