

**American University of Beirut  
Faculty of Health Sciences**

**EPHD 405  
Social and Behavioral Factors in Epidemiology  
[2 credits]**

**Course Syllabus  
Fall Semester, Academic Year 2020-2021**

**Course Instructors and Contact Details:**

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**Course Description**

This course is about the influence of the social context on the distribution of disease and its consequences, and about conducting epidemiological and public health research that is mindful of social and behavioral factors. While social epidemiology has come to be identified with the study of social inequalities, understanding how society and culture influence health requires a broader view of social determinants than the statistical analysis of the effects of socioeconomic variables on health outcomes. The course situates itself at the intersection of epidemiology and the social sciences. It draws on a range of approaches to illustrate the ways that social forces affect health.

**Course Outline**

The course is organized into two modules, one that focuses on social epidemiology proper, the other that draws on medical anthropology and medical sociology to consider social determinants in their broader context. An introductory lecture will define the scope of the course, and put the epidemiology of social and behavioral factors in the broader context of discussions of global health and the Sustainable Development Goals.

### **Course Learning Objectives:**

#### **By the end of the course, students will be able to:**

- LO1. Define social epidemiology, and describe the pathways linking the social environment to health outcomes
- LO2. Critically appraise research on inequalities in health, and current debates within the field
- LO3. Define key concepts that are used to understand the social context of health, and its influence on exposures, behaviors, and outcomes
- LO4. Identify different approaches to the investigation of social and behavioral factors in health
- LO5. Apply these concepts and approaches to selected public health issues relevant to the Arab region
- LO6. Appreciate what social science approaches add to epidemiological research

### **Program Competencies mapped to EPHD 405:**

- PC1: Discuss the local and regional epidemiology of diseases and disorders of public health importance with an understanding of the underlying factors and context.
- PC2: Produce rigorous syntheses of published literature using systematic methodologies, and evaluate the quality of synthesized evidence.
- PC3: Use evidence syntheses to identify research gaps and questions for additional primary research
- PC4: Develop novel hypotheses that build on the research findings of others
- PC5: Apply methods from a variety of disciplines to the conduct of epidemiological research

**Mapping of Course Learning Objectives to CEPH Competencies**

	LO1	LO2	LO3	LO4	LO5	LO6	Assignment where Competency primarily assessed
Program Competency PC1: Discuss the local and regional epidemiology of diseases and disorders of public health importance with an understanding of the underlying factors and context.	X		X				Participation in class discussions and presentations on assigned readings (10%)  Assignment#2: Critical review paper (30%)
Program Competency PC2: Produce rigorous syntheses of published literature using systematic methodologies, and evaluate the quality of synthesized evidence.		X				X	Assignment#2: Critical review paper (30%) Assignment #1: Essay 1 (15%) Assignment #4: Essay 2 (15%)
Program Competency PC3: Use evidence syntheses to identify research gaps and questions for additional primary research		X		X		X	Assignment #3: Revision of doctoral proposal to integrate a social epidemiology theory/framework (10%) Assignment #1: Essay 1 (15%) Assignment #4: Essay 2 (15%)
Program Competency PC4: Develop novel hypotheses that build on the research findings of others					X	X	Assignment #3: Revision of doctoral proposal to integrate a social epidemiology theory/framework (10%) Assignment#5: Essay 3 (20%)
Program Competency PC5: Apply methods from a variety of disciplines to the conduct of epidemiological research					X	X	Assignment #3: Revision of doctoral proposal to integrate a social epidemiology theory/framework (10%) Assignment#5: Essay 3 (20%)

**Course requirements and Student evaluation:**

**Pre-requisites:**

PBHL 310, EPHD 300, and EPHD 310

**Attendance:**

Attendance will be taken at all lectures and practical sessions. Students are required to read the assigned readings *prior* to the class sessions, participate in class discussions and assignments.

**Student Evaluation:**

The course is based on interactive lectures and discussions of selected reading materials. Assignments include class presentations, and take-home essays that demonstrate that students can develop a social and behavioral perspective on issues of health and health care in the Arab region, and articulate how it can complement epidemiological investigations

Table-1 Summary of students' assessments mapped to course learning objectives

	Learning Objectives				
	LO1	LO2	LO3	LO4	LO5
Participation in class discussions and presentations on assigned readings (10%)	X	X	X	X	X
Assignment #2: Critical review paper (30%)	X	X	X	X	X
Assignment #3: Revision of doctoral proposal to integrate a social epidemiology theory/framework (10%)			X		X
Assignment #1: Essay 1 (15%)			X	X	X
Assignment #4: Essay 2 (15%)			X	X	X
Assignment#5: Essay 3 (20%)			X	X	X

Table -2 Description of Assessment methods, Due Dates and Corresponding Learning Objectives

<b>Assessment method</b>	<b>Date (tentative)</b>	<b>LOs covered</b>	<b>Grade percentage</b>
<i>Participation in class discussions and presentations on assigned readings</i>	-	<i>LO 1-5</i>	<i>10%</i>
<b>Module 1</b>			
<i>Assignment #2 : Critical review paper</i>		<i>LO 1-5</i>	<i>30%</i>
<i>Assignment #3: Revision of doctoral proposal to integrate a social epidemiology theory/framework</i>		<i>LO3, LO 5</i>	<i>10%</i>
<b>Module 2</b>			
<i>Assignment #1: Essay 1</i>	<i>October 12</i>	<i>LO3, LO4, LO 5</i>	<i>15%</i>
<i>Assignment #4: Essay 2</i>	<i>November 26</i>	<i>LO3, LO4, LO 5</i>	<i>15%</i>
<i>Assignment #5: Essay 3</i>	<i>December 18</i>	<i>LO3, LO4, LO 5</i>	<i>20%</i>

**Policies and other General Notes:**

**Resources**

*Assistance on writing:* AUB has a Writing Center in West Hall where you can get individual advice on writing. We strongly advise that you take advantage of their services: [www.aub.edu.lb/writingcenter](http://www.aub.edu.lb/writingcenter)

**Academic integrity:**

Education is demanding and you need to properly manage your time. Do not hesitate to use the resources around you but do not cut corners. Cheating and plagiarism will not be tolerated. Please review the Student Code of Conduct in your handbook and familiarize yourself with definitions and penalties related to plagiarism. If you're in doubt about what constitutes plagiarism, ask your instructor because it is your responsibility to know. The American University of Beirut has a strict anti-cheating and anti-plagiarism policy. Penalties include failing marks on the assignment in question, suspension or expulsion from University and a permanent mention of the disciplinary action in the student's records.

**Students with Disabilities:**

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: [accessibility@aub.edu.lb](mailto:accessibility@aub.edu.lb); +961-1-350000, x3246; West Hall, 314

**Non-Discrimination – Title IX – AUB**

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at [www.aub.edu.lb/titleix](http://www.aub.edu.lb/titleix). **To report an incident**, contact the University's Title IX Coordinator Mitra Tauk at 01-350000 ext. 2514, or [titleix@aub.edu.lb](mailto:titleix@aub.edu.lb). An anonymous report may be submitted online via EthicsPoint at [www.aub.ethicspoint.com](http://www.aub.ethicspoint.com).

**Detailed course outline:**

The course is divided into two modules. An introductory lecture will define the scope of the course, and put the epidemiology of social and behavioral factors in the broader context of discussions of global health and the Sustainable Development Goals.

**Module 1 assignments**

- Facilitation of class discussion
- Critical review paper
- Revision of doctoral proposal to integrate a social epidemiology theory/framework

**Module 2 assignments:**

- Students will be called on to make class presentations on the readings
- Students are invited to start looking through the readings and browsing through the listed websites prior to the first lecture. Following the first lecture on September 16<sup>th</sup>, students will be responsible for covering the materials described in section 1 and submitting a first essay by October 12<sup>th</sup>. They will receive feedback on the essay. If needed and feasible, a skype session may be organized
- The second essay will be due on November 26<sup>th</sup>
- A final essay will be due on December 17<sup>th</sup>

**Schedule of Lectures, Practical Sessions, Readings and Assessments**

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
<b>Introductory Session (Covered by Dr. Carla Makhoul Obermeyer)</b>					
1	September 16 7:00pm-9:00pm	<p><b>Global health, the Sustainable Development Goals and the relevance of social factors</b></p> <p>The goal of this session is to review major sources on: 1) global health and the burden of disease, 2) inequalities in global health, including the work of the Commission on Social Determinants, 3) the Sustainable Development Goals and 4) why multi-disciplinary approaches, including from the social sciences, are needed. Following the session, you will have to write a 4-page summary of the main points that you have learned by doing these readings and the questions they raise about epidemiological research and its contribution to global health.</p>	<p><b>Required readings on the SDGs</b> (read at least two from this group)</p> <p><b>Sachs, J. D., et al</b> (2019). Six transformations to achieve the sustainable development goals. <i>Nature Sustainability</i>, 2(9), 805-14.</p> <p><b>Sachs, J. D.</b> (2012). From millennium development goals to sustainable development goals. <i>The Lancet</i>, 379(9832), 2206-2211.</p> <p><b>Griggs, D et al</b> (2013). Sustainable development goals for people and planet. <i>Nature</i>, 495(7441), 305-307.</p> <p>Also: browse these websites, and read those that you find useful  <a href="https://sustainabledevelopment.un.org/">https://sustainabledevelopment.un.org/</a>  <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  <a href="https://www.un.org/sustainabledevelopment/sustainable-development-goals/">https://www.un.org/sustainabledevelopment/sustainable-development-goals/</a>  <a href="http://www.undp.org/content/undp/en/home/sustainable-development-goals.html">http://www.undp.org/content/undp/en/home/sustainable-development-goals.html</a></p> <p><b>On the health SDGS</b>, read this:  <b>Murray, C. J.</b> (2015). Shifting to sustainable development goals—implications for global health. <i>New England Journal of Medicine</i>, 373(15), 1390-1393.                      and check these websites:  <b>WHO</b> <a href="https://www.who.int/data/stories/health-data-a-critical-element-to-meet-the-sdgs">https://www.who.int/data/stories/health-data-a-critical-element-to-meet-the-sdgs</a>  <b>IHME</b> Institute of Health Metrics and Evaluation:</p>	<p><i>Assignment #1: Essay 1</i></p>	Virtual

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
			<p><a href="http://www.healthdata.org/">http://www.healthdata.org/</a></p> <p><b>Specific topics you might like to look at:</b>            Women and the SDGs  <a href="https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs">https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs</a>            Covid 19 and the SDGs  <a href="https://feature.undp.org/covid-19-and-the-sdgs/?utm_source=web&amp;utm_medium=sdgs&amp;utm_campaign=covid19-sdgs">https://feature.undp.org/covid-19-and-the-sdgs/?utm_source=web&amp;utm_medium=sdgs&amp;utm_campaign=covid19-sdgs</a></p> <p>A basic reference on the Social Determinants of Health: Commission on Social Determinants of Health (2008). Closing the gap in a generation: health equity through action on the social determinants of health. Final Report. Geneva, World Health Organization. (Chapters 2 and 3)</p>		
<b>Module I (Covered by Dr. Sawsan Abdulrahim)</b>					
2	September 24 3:00pm-5:00pm	<b>What is Social Epidemiology?</b>	<p>Rose, G. (2001). Sick Individuals and Sick Populations. <i>International Journal of Epidemiology</i>, 30: 427-432.</p> <p>McMichael, A. J. (1999). Prisoners of the Proximate: Loosening the Constraints on Epidemiology in an Age of Change. <i>American Journal of Epidemiology</i>, 149(10): 887-897.</p> <p>Berkman, L. F., Glass, T., Brissette, I., Seeman, T. E. (2000). From Social Integration to Health: Durkheim in the New Millennium. <i>Social Science &amp; Medicine</i>, 51: 843-857.</p> <p>Schwartz, S. &amp; Carpenter, K. M. (1999). The Right Answer for the Wrong Question: Consequences of Type III Error for Public</p>	<p><i>Assignment #2 : Critical review paper</i></p> <p><i>Assignment #3: Revision of doctoral proposal to integrate a social epidemiology theory/framework</i></p>	<i>Virtual</i>

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
			<p>Health Research. <i>American Journal of Public Health</i>, 89(8): 1175-1180.</p> <p>Krieger, N. (1994). Epidemiology and The Web of Causation: Has Anyone Seen the Spider? <i>Social Science &amp; Medicine</i>, 39: 887-903.</p> <p>Jones, C. P. (2000). Levels of Racism: A Theoretic Framework and a Gardener's Tale. <i>American Journal of Public Health</i>, 90(8): 1212-1215.</p>		
3	October 1 3:00pm- 5:00pm	<b>Measures of Socioeconomic Position &amp; Social Inequality</b>	<p>Geyer, S., Hemstrom, O., Peter, R., Vagero, D. (2006). Education, Income, and Occupation Cannot be Used Interchangeably in Social Epidemiology. Empirical Evidence against a Common Practice. <i>Journal of Epidemiology &amp; Community Health</i>, 60: 804-810.</p> <p>Pickett, K. E. &amp; Pearl, M. (2001). Multilevel Analyses of Neighborhood Socioeconomic Context and Health Outcomes: A Critical Review. <i>Journal of Epidemiology &amp; Community Health</i>, 55: 111-122.</p> <p>Pickett, K. E. &amp; Wilkinson, R. G. (2015). Income Inequality and Health: A Causal Review. <i>Social Science &amp; Medicine</i>, 128: 3166.</p> <p>Howe, L. D., Galobardes, B., Matijasevich, A., Gordon, D., Johnston, D., Onwujekwe, O., ... &amp; Hargreaves, J. R. (2012). Measuring socio-economic position for epidemiological studies in low-and middle-income countries: a methods of measurement in epidemiology paper. <i>International journal of epidemiology</i>, 41(3), 871-886.</p>	<p><i>Assignment #2: Critical review paper</i></p> <p><i>Assignment #3: Revision of doctoral proposal to integrate a social epidemiology theory/framework</i></p>	Virtual

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
			<p><i>Recommended:</i></p> <p>Mowafi, M., Khadr, Z., Subramanian, S.V., Bennett, G., Hill, A., Kawachi, I. (2011). Are Neighborhood Education Levels Associated with BMI among Adults in Cairo, Egypt? <i>Social Science &amp; Medicine</i>, 72: 1274-1283.</p> <p>Abdulrahim, S. &amp; Jawad, M. (2018). Socioeconomic Differences in Smoking in Jordan, Lebanon, Syria, and Palestine: A Cross Sectional Analysis of National Surveys. <i>PLoS One</i>, 13(1).</p> <p>Assouad, L. (2018). Rethinking the Lebanese Economic Miracle: The Extreme Concentration of Income and Wealth in Lebanon 2005-2014. World Inequality Lab Working Paper Series No. 2017/13.</p>		
4	October 8 3:00pm- 5:00pm	<b>Theories, Pathways, &amp; Mechanisms in Social Epidemiology</b>	<p>Kubzansky, L. D., Seeman, T. E., Glymour, M. M. (2014). Chapter 14. Biological Pathways Linking Social Conditions and Health: Plausible Mechanisms and Emerging Puzzles. In Berkman, L. B., Kawachi, I., &amp; Glymour, M. M., Eds. <i>Social Epidemiology</i> (pp. 512-561). New York: Oxford University Press.</p> <p>Szreter, S. &amp; Woolcock, M. (2004). Health by Association? Social Capital, Social Theory, and the Political Economy of Public Health. <i>International Journal of Epidemiology</i>. 33: 650-667.</p> <p>Coburn, D. (2000). Income Inequality, Social Cohesion, and the Health Status of Populations: The Role of Neoliberalism.</p>	<p><i>Assignment #2: Critical review paper</i></p> <p><i>Assignment #3: Revision of doctoral proposal to integrate a social epidemiology theory/framework</i></p>	Face-to-Face

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
			<p><i>Social Science &amp; Medicine</i>, 51: 135-146.</p> <p>Phelan, J. C., Link, B. G., Tehranifar, P. (2010). Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications. <i>Journal of Health &amp; Social Behavior</i>, 51S: S28-S40.</p> <p>Ben Shlomo, Y. &amp; Kuh, D. (2002). A Life Course Approach to Chronic Disease Epidemiology: Conceptual Models, Empirical Challenges, and Interdisciplinary Perspectives. <i>International Journal of Epidemiology</i>, 31: 285-293.</p> <p><i>Recommended:</i></p> <p>Polonijo, A. N. &amp; Carpiano, R. M. (2013). Social Inequalities in Adolescent Human Papillomavirus (HPV) Vaccination: A Test of Fundamental Cause Theory. <i>Social Science &amp; Medicine</i>, 82: 115-125.</p> <p>Chang, V. W. &amp; Laderdale, D. S. (2009) Fundamental Cause Theory, Technological Innovation, and Health Disparities: The Case of Cholesterol in the Era of Statins. <i>Journal of Health &amp; Social Behavior</i>, 50: 245-260.</p>		

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
5	October 15 3:00pm-5:00pm	<b>Subjective Social Position, Relative Deprivation, and Subjective Health</b>	<p>Macleod, J., Davey Smith, G., Metcalfe, C., Hart, C. (2005). Is Subjective Social Status a More Important Determinant of Health than Objective Social Status? Evidence from a Prospective Observational Study of Scottish Men. <i>Social Science &amp; Medicine</i>, 61: 1916-1929.</p> <p>Wilkinson, R. G. &amp; Pickett, K. E. (2007). The Problems of Relative Deprivation: Why Some Societies Do Better than Others. <i>Social Science &amp; Medicine</i>, 65: 1965-1978.</p> <p>Jylha, M. (2009). What is Self-Rated Health and Why Does it Predict Mortality? Towards a Unified Conceptual Model. <i>Social Science &amp; Medicine</i>, 69: 307-316.</p> <p><i>Recommended:</i>            Abdulrahim, S. &amp; Ajrouch, K. (2010). Social and Cultural Meanings of Self-Rated Health: Arab Immigrants in the United States. <i>Qualitative Health Research</i>, 20(9): 1229-1240.</p> <p>Abdulrahim, S., &amp; El Asmar, K. (2012). Is self-rated health a valid measure to use in social inequities and health research? Evidence from the PAPFAM women’s data in six Arab countries. <i>International Journal for Equity in Health</i>, 11(1), 53.</p> <p>Abdulrahim, S., &amp; Baker, W. (2009). Differences in self-rated health by immigrant status and language preference among Arab Americans in the Detroit Metropolitan Area. <i>Social Science &amp; Medicine</i>, 68(12), 2097-2103.</p>	<p><i>Assignment #2: Critical review paper</i></p> <p><i>Assignment #3: Revision of doctoral proposal to integrate a social epidemiology theory/framework</i></p>	Face-to-Face

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
6	October 22 3:00pm-5:00pm	<b>Paradoxes &amp; Other Topics of Interest</b>	<p>Urquia, M., O'Campo, P. J., Heaman, M. I. (2012). Revisiting the Immigrant Paradox in Reproductive Health: The Roles of Duration of Residence and Ethnicity. <i>Social Science &amp; Medicine</i>, 74: 1610-1621.</p> <p>Geronimus, A. T. (2004). Teenage Childbearing as Cultural Prism. <i>British Medical Bulletin</i>, 69: 155-166.</p> <p>Maselko, J. (2017). Social epidemiology and global mental health: expanding the evidence from high-income to low-and middle-income countries. <i>Current Epidemiology Reports</i>, 4(2), 166-173.</p> <p>Vines, A. I., Ward, J. B., Cordoba, E., &amp; Black, K. Z. (2017). Perceived racial/ethnic discrimination and mental health: A review and future directions for social epidemiology. <i>Current epidemiology reports</i>, 4(2), 156-165.</p> <p><i>Recommended:</i>            Abdulrahim, S., El Rafei, R., Beydoun, Z., El Hayek, G. Y., Nakad, P., Yunis, K. (2018). A Test of the Epidemiological Paradox in a Context of Forced Migration: Low Birthweight among Syrian Newborns in Lebanon. <i>International Journal of Epidemiology</i>. DOI: 10.1093/ije/dyy200.</p>	<p><i>Assignment #2:</i>            Critical review paper</p> <p><i>Assignment #3:</i>            Revision of doctoral proposal to integrate a social epidemiology theory/framework</p>	Face-to-Face

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
7	November 5 3:00pm-5:00pm	COVID-19 through a Social Epidemiology Lens	<p>Afifi, R. A., Novak, N., Gilbert, P. A., Pauly, B., Abdulrahim, S., Rashid, S. F., ... &amp; Ferrand, R. A. (2020). 'Most at risk' for COVID19? The imperative to expand the definition from biological to social factors for equity. <i>Preventive medicine</i>.</p> <p>Pirtle, W. N. L. (2020). Racial capitalism: A fundamental cause of novel coronavirus (COVID-19) pandemic inequities in the United States. <i>Health Education &amp; Behavior</i>.</p> <p>Al-Ali, N. (2020). Covid-19 and feminism in the Global South: Challenges, initiatives and dilemmas. <i>European Journal of Women's Studies</i>.</p> <p>McKee, M., Gugushvili, A., Koltai, J., &amp; Stuckler, D. (2020). Are populist leaders creating the conditions for the spread of COVID-19? Comment on "A Scoping Review of Populist Radical Right Parties' Influence on Welfare Policy and its Implications for Population Health in Europe". <i>International journal of health policy and management</i>.</p>		

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
<b>Module II (Covered by Dr. Carla Makhoul Obermeyer)</b>					
8	November 11 7:00pm-9:00pm	<p><b>The body, society, and global health</b></p> <p>The goal of this session is to introduce some of the conceptual frameworks that consider global health from the point of view of medical anthropology and that link health to notions of the body and social context. Articles with older publication years have been selected because they are classics that illustrate the approach more clearly; for some articles, the key pages to read are noted.</p>	<p><b>Required Readings:</b></p> <p>Nichter, M. (2008). Global health: Why cultural perceptions, social representations, and biopolitics matter: University of Arizona Press. (Chapters 1 and 4)</p> <p>Harwood, A. (1971). The hot-cold theory of disease: Implications for treatment of Puerto Rican patients. <i>JAMA</i>, 216(7), 1153-1158.</p> <p>Farmer, P, Bad blood, spoiled milk: bodily fluids as moral barometers in rural Haiti, <i>American Ethnologist</i>, 15(1): 62-83</p> <p><b>Select one of the following two:</b></p> <p>Luke, N., Warriner, I., &amp; Watkins, S. (2001). Rariu Doesn't Rhyme with Western Medicine: Lay Beliefs and Illness Networks in Kenya. S. 58–82 in: CM Obermeyer (editor), <i>Cultural Perspectives on Reproductive Health</i>, Oxford: Oxford University Press.</p> <p>Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. <i>Signs: Journal of Women in Culture and Society</i>, 16(3), 485-501.</p> <p><b>Optional:</b></p> <p>Lupton, D. (2013). Quantifying the body: monitoring and measuring health in the age of mHealth technologies. <i>Critical Public Health</i>, 23(4), 393-403. [Focus on pages 397-401]</p>	Assignment #4: Essay 2	Virtual

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
9	November 18 7:00pm-9:00pm	<p><b>Social science perspectives on selected categories in epidemiology</b></p> <p>In this session we focus on some key categories used in epidemiological studies and consider them in light of social science analyses that bring out the point of view of the people whom we are studying. The selections include debates about infant mortality and maternal sentiment/maternal fatalism; discussions of communicable vs. non-communicable disease; the meaning of sexual behavior in the context of the HIV epidemic; how patients interpret Hepatitis-C test results; how gender influences the management of diabetes in Tunisia</p>	<p><b>Required Readings:</b></p> <p>Scheper-Hughes, N. (1985). Culture, scarcity, and maternal thinking: Maternal detachment and infant survival in a Brazilian shantytown. <i>Ethos</i>, 13(4), 291-317. [Focus on text from page 301]</p> <p>Nations, M. &amp; Rebhun, L. (1988). Angels with wet wings won't fly: maternal sentiment in Brazil and the image of neglect. <i>Cult Med Psychiatry</i>, 12(2), 141-200. [This is a long but fascinating article that deserves to be read entirely, as it gives a review of the literature on a number of important topics; if you cannot, focus on the introduction (141-143, 146-147, and 156-174)]</p> <p><b>Select two of the following articles on sexuality, gender and health:</b></p> <p>Alberti, H., &amp; Alberti, B. (2009). The influence of gender on the primary care management of diabetes in Tunisia. <i>Pan African Medical Journal</i>, 3(1).</p> <p>Jewkes, R., &amp; Morrell, R. (2010). Gender and sexuality: emerging perspectives from the heterosexual epidemic in South Africa and implications for HIV risk and prevention. <i>J Int AIDS Soc</i>, 13(1), 6.</p> <p>Tawfik, L., &amp; Watkins, S. C. (2007). Sex in Geneva, sex in Lilongwe, and sex in Balaka. <i>Soc Sci Med</i>, 64(5), 1090-1101. doi: 10.1016/j.socscimed.2006.10.002</p> <p><b>Optional:</b></p> <p>Seeberg, J., &amp; Meinert, L. (2015). Can epidemics be</p>	Assignment #4: Essay 2	Virtual

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
			noncommunicable? Reflections on the spread of 'noncommunicable' diseases. <i>Medicine Anthropology Theory   An open-access journal in the anthropology of health, illness, and medicine</i> , 2(2), 54. doi: 10.17157/mat.2.2.171		
10	November 25 7:00pm-9:00pm	<p><b>Social context and culture</b></p> <p>Here we broaden our focus and consider the associations between social and cultural factors on the one hand, and on the other hand, health behaviors and health outcomes. The readings include two articles that use quantitative approaches to investigate the association between socio-cultural factors and health outcomes: one examines the link between networks and obesity in the US, the other considers the notion of cultural consonance in Latin America and the Caribbean and its effect on blood pressure. The other readings include an ethnography of diabetes and sweets in the Gulf; a study of the effect of local notions on the management of blood pressure in Tunisia; a study of how diabetic patients in India negotiate stress; and</p>	<p><b>Required Readings:</b></p> <p>Christakis, N. A., &amp; Fowler, J. H. (2007). The spread of obesity in a large social network over 32 years. <i>New England Journal of Medicine</i>, 357(4), 370-379.</p> <p>Dressler, W. W., Balieiro, M. C., Ribeiro, R. P., &amp; Dos Santos, J. E. (2016). Culture and the Immune System: Cultural Consonance in Social Support and C-reactive Protein in Urban Brazil. <i>Medical Anthropology Quarterly</i>, 30(2), 259-277.</p> <p>Fassin, D. (2001). Culturalism as ideology. S. 300-318 in: CM Obermeyer (Editor), <i>Cultural Perspectives of Reproductive Health</i> Oxford: Oxford University Press.</p> <p><b>Select one of the following three articles on how culture influences exposure, treatment and the management of illness:</b></p> <p>Batnitzky, A. K. (2011). Cultural constructions of "obesity": understanding body size, social class and gender in Morocco. <i>Health Place</i>, 17(1), 345-352.</p> <p>Tlili, F., Tinsa, F., Skhiri, A., Zaman, S., Phillimore, P., &amp; Ben Romdhane, H. (2015). Living with diabetes and hypertension in Tunisia: popular perspectives on biomedical treatment. <i>Int J</i></p>	Assignment #5: Essay 3	Virtual

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
		a critical analysis of the way in which culture is invoked to explain dysfunctions in maternal health care in Guatemala.	<p><i>Public Health, 60 Suppl 1, S31-37.</i></p> <p>Strahl, H. (2003). Cultural interpretations of an emerging health problem: blood pressure in Dar es Salaam, Tanzania. <i>Anthropol Med, 10(3)</i>, 309-324.</p>		
11	December 2 7:00pm-9:00pm	<p><b>Exposures, risk perceptions, and communication about risks</b></p> <p>The focus of this section is on the notion of risk, which is key in epidemiological studies as an objective mathematical measure, calculated as ratios, percentages or odds. The readings provide a perspective from the field, and report on how individuals perceive risks and act in light of their perceptions, competing risks, and available options. Two readings are general analyses of risks in public health; three readings are about notions of risk around birth in Morocco, the UK and Australia, and an additional study is about how results of hepatitis-c tests are interpreted. We also pay special attention to the issue of communicating about health, and to what is sometimes referred as</p>	<p><b>Required Readings:</b></p> <p>Pool, R., &amp; Geissler, W. (2005). Chapter on Situation sickness and health (p. 63- 75), in: <i>Medical Anthropology</i> McGraw-Hill Education (UK).</p> <p>Lasco, G., &amp; Larson, H. J. (2020). Medical populism and immunisation programmes. Illustrative examples and consequences for public health. <i>Global Public Health, 15(3)</i>, 334-344.</p> <p><b>Select two out of the four articles below:</b></p> <p>Barclay, L et al. (2016). Reconceptualising risk: Perceptions of risk in rural and remote maternity service planning. <i>Midwifery, 38</i>, 63-70. doi: 10.1016/j.midw.2016.04.007</p> <p>Obermeyer, C. M. (2000). Risk, uncertainty, and agency: culture and safe motherhood in Morocco. <i>Med Anthropol, 19(2)</i>, 173-201. doi: 10.1080/01459740.2000.9966175</p> <p>Roberts, J., Griffiths, F. E., Verran, A., &amp; Ayre, C. (2015). Why do women seek ultrasound scans from commercial providers during pregnancy? <i>Sociol Health Illn, 37(4)</i>, 594-609. doi: 10.1111/1467-9566.12218</p>	Assignment #5: Essay 3	Virtual

Week	Dates of Lecture/ Practical Sessions	Topic	Readings	Relevant Assignment (where your learning on this will be assessed)	Type of Session
		“infodemics” (epidemics of misinformation). This issue is particularly critical in the context of the covid-19 epidemic, and more generally in relation to immunization programs.	Perzynski, A. T., Terchek, J. J., Blixen, C. E., & Dawson, N. V. (2013). Playing the numbers: how hepatitis C patients create meaning and make healthcare decisions from medical test results. <i>Sociol Health Illn</i> , 35(4), 610-627. doi: 10.1111/j.1467-9566.2012.01516.  <b>Optional:</b> Lupton, D. (1993). Risk as moral danger: the social and political functions of risk discourse in public health. <i>Int J Health Serv</i> , 23(3), 425-435. doi: 10.2190/16AY-E2GC-DFLD-51X2		
12	December 9 7:00pm-9:00pm	<b>Review and general discussion</b>		<i>Assignment #5: Essay 3</i>	<i>Virtual</i>