

## 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

g. 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.

h. Prerequisites (if any)

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

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

4. To be cross-listed as

NA

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Spring '08 (semester and year)

6. Course to be offered  Fall or  Spring  Summer

7. Will the course be offered each year?  Yes  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.

8. 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.

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

b. Are facilities for teaching the course now available?  Yes  No  
If not, what plans have been made for providing them?

NA

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## APPLICATION FOR NEW COURSE

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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  No

Will it be of service to a significant number of students outside the Department?  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  No

If yes, under what Area? NA

12. Check the category most applicable to this course

traditional; offered in corresponding departments elsewhere;

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?  Yes  No

14. Is this course part of a proposed new program:  Yes  No  
If yes, which?  
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?  Yes  No  
If yes, explain the change(s) below (NOTE – If “yes,” a program change form must also be submitted.)

NA

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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

Nancy E. Schoenberg

Phone Extension 323-8175

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**APPLICATION FOR NEW COURSE**

**Signatures of Approval:**

<u>12/07/06</u> Date of Approval by Department Faculty	<u>[Signature]</u> Reported by Department Chair
<u>[Signature] 4-17-07</u> Date of Approval by College Faculty	<u>[Signature] 4-27-07</u> Reported by College Dean
<u>[Signature] 2-19-07</u> *Date of Approval by Undergraduate Council Curriculum Committee	<u>[Signature]</u> Reported by Undergraduate Council Chair
<u>[Signature]</u> *Date of Approval by Graduate Council	<u>[Signature]</u> Reported by Graduate Council Chair
<u>6/19/07</u> *Date of Approval by Health Care Colleges Council (HCCC)	<u>[Signature]</u> Reported by HCCC Chair
<u>[Signature]</u> *Date of Approval by Senate Council	<u>[Signature]</u> Reported by Senate Council Office
<u>[Signature]</u> *Date of Approval by University Senate	<u>[Signature]</u> Reported by Senate Council Office

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

University of Kentucky, College of Medicine, Department of Behavioral Science

**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](mailto: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 20<sup>th</sup> 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 absence 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 grade E for the assignment.

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 letter grade for the course will be determined using conventional standards (i.e., 90-100%= A; 80-89%=B; 70-79%= C; 69% or below=E).

### **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*)
- Farmer, Paul. 2003. Pathologies of Power: Health, Human Rights, and the New War on the Poor. Berkeley: University of California Press.

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:

- (4) Whose Epidemiology, Whose Health? Wing, 1998
- (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
- (5) Remembering Amal: on Birth and the British in Northern Sudan. Boddy, 1998

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
- (5) AAA Statement on Race. American Anthropological Assn, 1999
- (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...Oppenheimner, 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...Heuvline et al., 2002
- (5) United States: Social Inequality...Kubzansky et al. (Ch. 9 in *CIH*)
- (6) Keeping an eye on the global traffic in human organs. Scheper-Hughes, 2003.

### 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 GBLT 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) Lifecourse 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... Reece & 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 16<sup>th</sup> – 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
- (5) World Health Report 2000... Braveman et al., 2001

#### Recommended Readings:

- (1) Health Care Financing...Hsiao & Liu (Ch.18 in *CIH*)
- (2) The World Health Organization. Koivusalo and Ollila, 1997

## **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

1999 AAA Statement on Race. *American Anthropologist* 100(3):712-713.

Annandale, Ellen and Kate Hunt

2000 Gender Inequalities in Health: Research at the Crossroads. *In Gender Inequalities in Health*. Annandale and Hunt, eds. Pp. 1-35. Philadelphia: Open University Press.

Becker, Gay

2004 Deadly inequalities in the health care “safety net:” Uninsured Ethnic Minorities’ Struggle to Live with Life-Threatening Illnesses. *Medical Anthropology Quarterly* 18(2):258-275.

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

2000 Lifecourse Influences on Health in Early Old Age. *In Understanding Health Inequalities*. Hilary Graham, ed. Pp. 79-95. Philadelphia: Open University Press.

Blane, David

1999 Health Inequality and Public Policy: One Year from the Acheson Report. *Journal of Epidemiology and Community Health* 53(12):748.

Blaxter, Mildred

1997 Whose Fault Is It? People’s Own Conceptions of the Reasons for Health Inequalities. *Social Science & Medicine* 44(6):747-756.

Boddy, Janice

1998 Remembering Amal: on birth and the British in northern Sudan. *In Pragmatic Women and Body Politics*. Margaret Lock and Patricia A. Kaufert, eds. Pp. 28-576. Cambridge, UK: Cambridge University Press.

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

2001 World Health Report 2000: How it removes equity from the agenda for public health monitoring and policy. (Includes Commentary). *British Medical Journal* 323(7314):678.

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

2001 The GLBT Health Access Project: A State-Funded Effort to Improve Access to Care. *American Journal of Public Health* 91(6):895-896.

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

- 1998 Is There a Place for Geography in the Analysis of Health Inequality? *In The Sociology of Health Inequalities*. M. Bartley, D. Blane, and George D. Smith, eds. Pp. 85-112. Oxford, UK: Blackwell.
- Donahue, John M. and Meredith B. McGuire  
 1995 The Political Economy of Responsibility in Health and Illness. *Social Science and Medicine* 40:47-53.
- Doyal, Lesley  
 2000 Gender equity in health: debates and dilemmas. *Social Science & Medicine* 51(6):931-9.
- Epstein, Helen  
 2003 Enough to make you sick? *The New York Times Magazine*. October 12.
- Evans, Timothy, M. Whitehead, F. Diderichsen, A. Bhuiya, and M. Wirth, editors  
 2001 *Challenging Inequities in Health: From Ethics to Action*. Oxford University Press.
- Farmer, Paul  
 2003 *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley: University of California Press.
- Forbes, Angus and Steven P. Wainwright  
 2001 On the methodological, theoretical and philosophical context of health inequalities research: a critique. *Social Science & Medicine* 53(6):801-816.
- Gilson, Lucy  
 1998 In defense and pursuit of equity. *Social Science & Medicine* 47(12):1891-96.
- Gwatkin, D. R.  
 2000 Health inequalities and the health of the poor: What do we know? *Bulletin of the World Health Organization* 78(1):3-15.
- Heggenhougen, H. K.  
 2000 More than just “interesting!” Anthropology, health, and human rights. *Social Science & Medicine* 50:1171-\*1175.
- Heuvline, P., M. Guillot, D. Gwatkin  
 2002 The uneven tide of the health transition. *Social Science and Medicine* 55:313-322.
- Ibrahim, S. A., S. Thomas, and M. J. Fine  
 2003 Achieving Health Equity: An Incremental Journal. *American Journal of Public Health* 93(10):1619.
- Inhorn, Marcia and Lisa Whittle

2001 Feminism meets the 'new' epidemiologies: toward an appraisal of antifeminist biases in epidemiological research on women's health. *Social Science & Medicine* 53:553-567.

Jones, Camara Phyllis

2001 Race, Racism, and the Practice of Epidemiology. *American Journal of Epidemiology* 154(4):299-304.

Jones, Camara Phyllis

2000 Levels of Racism: A Theoretical Framework and a Gardener's Tale. *American Journal of Public Health* 90(80):1212-1215.

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

2001 Health Interventions and Health Equity: The Example of Measles Vaccination in Bangladesh. *Population and Development Review* 27(2):283.

Koivusalo, Meri and Eeva Ollila

1997 Making a Healthy World: Agencies, Actors & Policies in International Health. M. Koivusalo and E. Ollila. London: Zed Books.

Krieger, Nancy

1999 Embodying Inequality: A Review of Concepts, Measures, and Methods for Studying Health Consequences of Discrimination. *International Journal of Health Services* 29(2):295-352.

Lancet editorial

1994 Less Equal than Others. *Lancet* 343(8901):805-6.

Leon, David, Gill Walt, and Lucy Gilson

2001 International perspective on health inequalities and policy. *British Medical Journal* 322:591-594.

Leung, Margaret W., Irene H. Yen, and Meredith Minkler

2004 Community Based Participatory Research: A Promising approach for increasing epidemiology's relevance in the 21<sup>st</sup> century.

Maantay, Juliana

2001 Zoning, Equity, and Public Health. *American Journal of Public Health* 91(7):1033-1041.

McMichael, Anthony J.

2000 The urban environment and health in a world of increasing globalization: issues for developing countries. *Bulletin of the World Health Organization* 78(9):1117.

Okojie, Christiana E. E.

1994 Gender inequalities of health in the Third World. *Social Science & Medicine* 39(9):1237-47.

Oppenheimer

2001 Paradigm Lost: Race, Ethnicity, and the Search for a New Population Taxonomy. *American Journal of Public Health* 91(7):1049-1055.

Pereira, Joao

1993 What does equity in health mean? (analysis of six interpretations) *Journal of Social Policy* Jan 1993 v22 n1 p19(30)

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

1998 Theorising inequalities in health: the place of lay knowledge. *Sociology of Health and Illness* 20(5):619-644.

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

2004 Reporting Pesticide Assessment Results to Farmworker Families: Development, Implementation, and Evaluation of a Risk Communication Strategy. *Environmental Health Perspectives* 112(5):636-642.

Reece, Michael and Brian Dodge

2004 A Study of Sexual Health Applying the Principles of Community-Based Participatory Research. *Archives of Sexual Behavior* 33(3):235-247.

Scheper-Hughes, Nancy

2003 Keeping and eye on the global traffic in human organs. *Lancet* 361:1645-1648.

Scheper-Hughes, Nancy

1992 *Death without Weeping: the Violence of Everyday Life in Brazil*. Berkeley: University of California Press.

Segar, Julia

1997 Hard Lives and Evil Winds: Illness Aetiology and the Search for Healing Amongst Ciskeian Villagers. *Social Science & Medicine* 44(10):1585-1600.

Singer, Merrill

2004 The Social Origins and Expressions of Illness. *British Medical Bulletin* 69:9-19.

Thomas, Martha

2003 Race to Health. *Johns Hopkins Public Health*, Spring: 20-25.

Thomas, Stephen

2001 The Color Line: Race Matters in the Elimination of Health Disparities. *American Journal of Public Health* 91(7):1046-1048.

Wagstaff, Adam

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

Wing, Steve

1998 Whose Epidemiology, Whose Health? *International Journal of Health Services*  
28(2):241-252.



**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.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
Department of Behavioral Science	John F. Wilson (3-6257, jfwilson@pop.uky.edu)	Approved	12/1/06	No
COM Curriculum Comm. Hdr	DARRELL JENNINGS 7-5286	Approved	2-19-07	No
COM Faculty Council	Eric Smart 3-6412	Approved	4-17-07	No
COM Dean	Jay Perman 3-6582	Approved	4-27-07	No

## **Grading Scale for Graduate Students**

100-90% = A

89.9-80% =B

79.9-70% = C

< 69.9% = E