

Topics in Health, Food and the Environment: *HEALTH IN THE LATINO COMMUNITY*

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Peter J. Guarnaccia, Ph.D., Professor

Spring 2016

Thursdays 2:15-5:15

Blake 131

Course Description

This junior/senior seminar will introduce students to health issues in the Latino community. The Latino community is the fastest growing community in New Brunswick, in New Jersey and in the United States. It is also an incredibly diverse community. While most Latinos in the U.S. speak a combination of Spanish and English, a growing number of new immigrants also speak indigenous languages. Latinos come from a wide range of Caribbean, Central and South American countries and bring with them diverse experiences with different health care and healing systems. The course will examine health issues in the Latino community through reviews of recent research on Latino health and presentations from staff at local health facilities and community organizations. Through my growing involvement in health activities in both New Brunswick and in Oaxaca, Mexico, where many Latinos in New Brunswick come from, students will get first hand exposure to emerging health issues in the Latino community.

We will read and discuss the various chapters in Ilan Stavans' *Health Care* to get an overview of the core concerns of the course. Students are expected to be active participants in the seminar, to present the readings to the class, and to follow the media and the scientific literature to keep up with new developments over the semester. Students will regularly work in small groups to come up with ideas for how to more effectively address health issues in the Latino community.

This junior/senior seminar is particularly relevant for Health Option students in the Environmental Policy, Institutions and Behavior major at SEBS and the Public Health major at Bloustein, as well as the Latino and Caribbean Studies major at SAS. It is of relevance to any students interested in health and medicine from a wide range of majors, including biology, biotechnology, genetics, and nutritional sciences, as well as pre-med students. There are no prerequisites for the seminar.

The goal of this junior/senior seminar is for all students to leave with a deeper understanding of the health issues in the Latino community, of the social and environmental factors that affect the health of Latinos in the U.S., and of how cultural competence efforts can improve health care for Latinos.

Learning Goals

1. To identify key health issues affecting Latino communities locally, in the state and nationally
2. To identify interventions to improve the health of the Latino community
3. To develop research skills on health in Latino communities

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Office Hours: Wednesdays 9:30-11:00 AM and by appointment (COB 206)

Required Text (available at the Rutgers Barnes & Noble Bookstore and other sources)

- Ilan Stavans (ed.) 2010 *Health Care*. Santa Barbara, CA: Greenwood.

Course Requirements

1. **Class Attendance & Participation:** Students are expected to come to each class and to actively participate. Unexcused absences will result in a lower grade. 20%
2. **Reaction Papers to Assigned Readings/Field Trips:** Students will write 2 page (double-spaced) reaction papers to assigned readings. These should highlight key points, raise questions, and critically assess the reading or field experience. 30%
3. **Research Project:** Students will write a final term paper of about 5-7 pages [see separate description of final project]. Students will share their project with the class. 50%
(20% oral report)
(30% written report)

Course Schedule

Reading Assignments

Jan	21	Introductions/Introduction to Course/ Culture & Ethnicity Worksheet <i>Individual Meetings with Students [3:30-5:00]</i>	
	28	Assessing Latino Diversity <i>Individual Meetings with Students [3:30-5:00]</i>	Guarnaccia, et al: Sakai Molina: Chap1
Feb	4	Latino Health Status & Access to Care	Stavans: Chap 1 Molina: Chaps 2,3; Angel & Guarnaccia: Sakai
	11	Latino Mental Health & Treatment Ataques de Nervios, Culture & DSM-IV <i>Project Abstract Due</i>	Stavans: Chap 2 Guarnaccia, et al: Sakai
	18	Americanization & Health/Latino Paradox	Stavans: Chap 3 Video: Unnatural Causes
	25	Access to Health Care for Children	Stavans: Chap 4 Healthier NB 2010 Report on Children’s Health: Sakai

Mar	3	Botanicas & Alternative Healing <i>Outline/Bibliography Due</i>	Stavans: Chap 5
	10	Sexual Socialization in Latino Families	Stavans: Chap 6
	17	NO CLASS: SPRING BREAK	
	24	Communicating with Latino patients	Stavans: Chap 7 Video: Working Effectively with Interpreters
	31	Latino Health Policy: A Look to the Future	Molina: Chap 17
April	7	WALKING TOUR OF HISPANIC HEALTH IN NEW BRUNSWICK	
	14/21/28	SHARING OF CLASS PROJECTS	
May	4	FINAL PAPER DUE	

REACTION PAPERS TO ASSIGNED READINGS

Health in the Latino Community

For each class, I would like you to write a 2 page (double-spaced) reaction paper to the assigned readings. This paper will help you prepare for the class discussions and will give me a sense of what you are getting out of the course. The papers will be collected at the end of each class. These will be recorded, but not given a letter grade. I expect you to use full sentences and paragraphs and to present a coherent discussion of the readings. At the same time, these do not have to be polished projects; they are thought pieces. They should be uploaded to the Dropbox on our Sakai site by 5 pm on the day before class.

The paper should briefly address some of the following issues:

1. What are the key points the author is trying to make?
2. What did you learn from this particular reading assignment?
3. What new ideas did you derive from this reading?
4. What ideas are you critical of and why?
5. What insights, personal and/or scholarly, did you get into issues of health and illness from reading this assignment?

When I have more specific questions I want you to address concerning specific topics or readings, I will announce those in class.

FINAL COURSE PROJECT

Health in the Latino Community

Over the past several years, several important books have been published on Latino health issues in the U.S. For the final project, students will be placed into small groups to present one or two of these books to the class. As a group, students will develop a PowerPoint presentation that summarizes key aspects of the book(s), critiques the book(s) (strengths and weaknesses), and identifies its contributions to Latino health issues. These presentations will allow us to learn from many more books than we could all read in class. The books include (but are not limited to): Sabrina Chase, ***Surviving AIDS in the Inner City***; Alyshia Galvez, ***Patient Citizens, Immigrant Mothers: Mexican Women, Public Prenatal Care, and the Birth Weight Paradox***; Iris Lopez, ***Matter of Choice***; Paul Smokowski and Martica Bacallao, ***Becoming Bicultural***; Vilma Santiago-Irrizary, ***Medicalizing Ethnicity***; Keith Wailoo, Julie Livingston & Peter Guarnaccia (eds.), ***A Death Retold: Jesica Santillan, the Bungled Transplant, and Paradoxes of Medical Citizenship***; Luis Zayas, ***Latinas Attempting Suicide***; Emily Mendenhall, ***Syndemic Suffering: Social Distress, Depression and Diabetes among Mexican Immigrant Women***.

Students should select the project in consultation with me during individual meetings on **1/21 and 1/28** and should commit to their book in writing early in the semester.

The specific steps in carrying out the project are outlined below:

- a. **Abstract of the Proposed Project** (1 page double-spaced, typed): This should include a description of the book, why it is important, and what aspects of it you will analyze. You are strongly advised to consult with me about your topic. [**Due on 2/11**]
- b. **Working Outline/Bibliography**: The outline should include the major sections of the paper and some detail on the issues to be covered in each section. The bibliography should include the book(s) you will read and some related articles such as book reviews or articles on the same topic. [**Due 3/3**]
- c. **Oral Presentation of Your Project**: Presentations will go for about an hour for each group and we will do 2 groups per class. [**Due either 4/14, 21, 28**]
- d. **Written Presentation of Your Project** (5-7 pgs. double-spaced, typed): Your written paper will follow on your oral presentation and incorporate any suggestions or additions after you present it orally. [**Due 5/4**]