Health and Society

Department Website: https://voices.uchicago.edu/healthandsocietyminor/

Program of Study

The Health and Society minor explores the social, political, and economic processes that shape individual and population health. Disability, experiences of illness, categories of disorder, ideals of well-being, and models of medical intervention can all vary between cultural settings and across history. Rapid changes in medicine and biotechnology create new understandings and expectations about illness, health, and well-being. At the same time, inequalities in access to care and in health outcomes across populations, in the United States and globally, have become important to conversations in policy and practice alike. At the individual level, how and where one lives may influence a range of conditions and outcomes including mental health, the onset of diabetes, and the length of life. Health is also influenced—in both positive and negative ways—by our relationships and social networks. Finally, people's life chances and health trajectories form within frameworks of health care policy and systems of provision and exposure to environments that reflect historical legacies, economic activity, and political choices. To understand health in its broader contexts, this minor encompasses a range of disciplines and methods in the social sciences, and differential emphases on theory, practice, and policy implications.

A minor in Health and Society will provide a background for medical school, the allied health professions, public health, health policy, health advocacy, the study of law with an emphasis on health, and doctoral work in a range of social science disciplines.

Application to the Health and Society Minor

College students in any field of study may complete a minor in Health and Society. The flexibility of this minor complements majors in any of the disciplines. Students who elect the minor program in Health and Society must contact the program administrator before the end of Spring Quarter of their third year to declare their intention to complete the minor. The program administrator must submit approval on the form provided by the College for the minor to a student's College adviser by the Spring Quarter of a student's third year.

Summary of Minor Requirements

The Health and Society minor requires a total of five courses, including HLTH 17000 Introduction to Health and Society, which provides exposure to a range of approaches and perspectives in the social sciences, and four approved courses designated as counting toward the Health and Society minor. Please see the Approved Courses list below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>HLTH 17000</td>
<td>100</td>
</tr>
<tr>
<td>Four electives chosen from the list of Approved Courses *</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>500</strong></td>
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* Students may only include one of the following methods courses toward the minor: ANTH 21420 Ethnographic Methods, CHDV 20100 Human Development Research Design, CHDV 20101 Applied Statistics in Human Development Research, ECON 21010 Statistical Methods in Economics, SOCI 20001 Sociological Methods, or SOCI 20004 Statistical Methods of Research.

Approved Courses

These courses may be used to satisfy the minor course requirements. Additional approved courses will be updated annually. Please check the Health and Society website (https://voices.uchicago.edu/healthandsocietyminor) for complete listings and for information about current course offerings.

Up to one of the following:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ANTH 21420</td>
<td>Ethnographic Methods</td>
</tr>
<tr>
<td>CHDV 20100</td>
<td>Human Development Research Design</td>
</tr>
<tr>
<td>CHDV 20101</td>
<td>Applied Statistics in Human Development Research</td>
</tr>
<tr>
<td>ECON 21010</td>
<td>Statistical Methods in Economics</td>
</tr>
<tr>
<td>SOCI 20001</td>
<td>Sociological Methods</td>
</tr>
<tr>
<td>SOCI 20004</td>
<td>Statistical Methods of Research</td>
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Any of the following:

<table>
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<tr>
<td>ANTH 20405</td>
<td>Anthropology of Disability</td>
</tr>
<tr>
<td>ANTH 21333</td>
<td>The Lived Body: Anthropology, Materiality, Meaningful Practice</td>
</tr>
<tr>
<td>ANTH 23906</td>
<td>Magic, Science, and Religion</td>
</tr>
<tr>
<td>ANTH 24302</td>
<td>Disability in Local and Global Contexts</td>
</tr>
<tr>
<td>ANTH 24307</td>
<td>Lab, Field, and Clinic: History and Anthropology of Medicine and the Life Sciences</td>
</tr>
<tr>
<td>ANTH 24309</td>
<td>Reproductive Worlds</td>
</tr>
<tr>
<td>ANTH 24312</td>
<td>Body &amp; Soul: The Anthropology of Religion, Health, &amp; Healing</td>
</tr>
<tr>
<td>ANTH 25100</td>
<td>Anthropology of the Body</td>
</tr>
</tbody>
</table>
Advising and Grading

Students who elect the minor program in Health and Society must meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student’s College adviser by the Spring Quarter of a student’s third year.

Courses in the minor may not be double counted with the student’s major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.
Health and Society Courses

**HLTH 12103. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.**

Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans- theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like "material bodies" and "objective science". Primary course questions include: 1.

Instructor(s): Paula Martin Terms Offered: Spring
Note(s): This course counts as a Foundations Course for GNSE majors
Equivalent Course(s): ANTH 25212, GNSE 12103, HIPS 12103, CHDV 12103

**HLTH 17000. Introduction to Health and Society. 100 Units.**

Disability, experiences of illness, categories of disorder, ideals of well-being, and models of medical intervention can all vary between cultural settings and across history. Rapid changes in medicine and biotechnology create new understandings and expectations about illness, health, and well-being. At the same time, inequalities in access to care and in health outcomes across populations, in the United States and globally, have become important to conversations in policy and practice alike. This course introduces students introduces students to the social, political, and economic processes that shape individual and population health, as well as to a range of concepts and methods which social scientists use to study these processes. A requirement for students undertaking the "Health and Society" minor, the class will also serve as an introduction to the faculty researching and teaching on issues of health and society in the Social Sciences Division and beyond.

Instructor(s): Raikhel, Eugene Terms Offered: Autumn

**HLTH 21750. Biological Clocks and Behavior. 100 Units.**

This course will address physiological and molecular biological aspects of circadian and seasonal rhythms in biology and behavior. The course will primarily emphasize biological and molecular mechanisms of CNS function, and will be taught at a molecular level of analysis from the beginning of the quarter. Those students without a strong biology background are unlikely to resonate with the course material.

Instructor(s): B. Prendergast Terms Offered: Autumn
Prerequisite(s): A quality grade in PSYC 20300 Introduction to Biological Psychology. Additional biology courses are desirable. Completion of Core biology will not suffice as a prerequisite.
Equivalent Course(s): PSYC 21750, BIOS 24248, NSCI 21400

**HLTH 22350. Social Neuroscience. 100 Units.**

Social species, by definition, create emergent organizations beyond the individual - structures ranging from dyads and families to groups and cultures. Social neuroscience is the interdisciplinary field devoted to the study of neural, hormonal, cellular, and genetic mechanisms, and to the study of the associations and influences between social and biological levels of organization. The course provides a valuable interdisciplinary framework for students in psychology, neuroscience, behavioral economics, and comparative human development. Many aspects of social cognition will be examined, including but not limited to attachment, attraction, altruism, contagion, cooperation, competition, dominance, empathy, isolation, morality, and social decision-making.

Instructor(s): J. Decety Terms Offered: Autumn
Equivalent Course(s): BIOS 24137, CHDV 22350, PSYC 22350, NSCI 21000, ECON 21830

**HLTH 22580. Child Development in the Classroom. 100 Units.**

This discussion-based, advanced seminar is designed to investigate how preschool and elementary students think, act, and learn, as well as examine developmentally appropriate practices and culturally responsive teaching in the classroom. This course emphasizes the application of theory and research from the field of psychology to the realm of teaching and learning in contemporary classrooms. Course concepts will be grounded in empirical research and activities geared towards understanding the nuances and complexities of topics such as cognitive development (memory, attention, language), early assessment systems, standardized testing, "mindset", "grit", exercise/nutrition, emotion regulation, and more.

Instructor(s): Kate O'Doherty Terms Offered: Winter
Equivalent Course(s): PSYC 22580, CHDV 22580

**HLTH 23800. Introduction to Learning and Memory. 100 Units.**

This course examines basic questions in learning and memory. We discuss the historical separation and division of these two areas as well as the paradigmatic differences in studying learning and memory. We also discuss basic research methods for investigating learning and memory and survey established and recent research findings, as well as consider several different kinds of models and theories of learning and memory. Topics include skill acquisition, perceptual learning, statistical learning, working memory, implicit memory, semantic vs. episodic memory, and memory disorders.

Instructor(s): D. Gallo Terms Offered: Spring
Equivalent Course(s): PSYC 23800
HLTH 29901. XCAP: The Experimental Capstone - The Art of Healing: Medical Aesthetics in Russia and the U.S. 100 Units.
What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? Why does the color of a pill influence its effectiveness, and how do placebos sometimes achieve what less inert medication cannot? In this course we will consider these problems from the vantage points of a physician and a cultural historian. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice. We will consider the narratology of medicine as we examine the way that patients tell their stories—and the way that doctors, nurses, buildings, wards, and machines enter those narratives. The latter agents derive their meaning from medical outcomes, but are also embedded in a field of aesthetic values that shape their apperception. We will look closely at a realm of medical experience that continues to evade the grasp of instruments: how the aesthetic experience shapes the phenomenon of medical treatment.
Instructor(s): William Nickell; Brian Callender; Elizabeth Murphy Terms Offered: Autumn
Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year. Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit https://sifk.uchicago.edu/courses/xcap/
Equivalent Course(s): ANTH 24360, ARTV 20014, BIOS 29209, KNOW 29901, HIPS 28350

HLTH 29971. XCAP: The Experimental Capstone - What is an Intervention (for Mental Health)? 100 Units.
What does it mean for a practice to be understood as an intervention in the domain of mental health? Interventions in mental health can be carried out with tools ranging from chemicals and electrical impulses, to words, affects, and social relationships, to organizations. They can involve acting on a range of distinct targets -- from brains and bodies to psyches and emotional conflicts to housing and employment. This course will use a focus on mental health interventions to introduce students to a range of conceptual and practical issues surrounding mental health and illness, as well as to raise a set of broader questions about the relationships between knowledge formation, practice, ethics, and politics. The questions we will ask throughout the course will include: What does it mean for an intervention to be successful? How is effectiveness understood and measured? Are mental health interventions ethically-neutral or do they contain embedded within them assumptions about the normal, the pathological, and the good life? We will think through these questions vis-a-vis readings drawn from psychiatry, psychology, and the social sciences -- but more importantly, through weekly practical and experiential activities. Each week will focus on one kind of mental health intervention, and will involve a particular kind of practical learning activity.
Instructor(s): Michael Marcangelo and Eugene Raikhel Terms Offered: Spring
Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year. Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit https://sifk.uchicago.edu/courses/xcap/
Equivalent Course(s): CHDV 20971, KNOW 29971
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.
Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.