Medicine, Health and Society

DIRECTOR  Arleen Tuchman
ASSOCIATE DIRECTOR  Holly Tucker

Affiliated Faculty:
PROFESSORS Michael Bess (History), Leonard Bickman (Psychology and Human Development), James Blumstein (Health Law and Policy), Frank Boehm (Obstetrics and Gynecology), Peter Buerhaus (Nursing), Vera Chatman (Human and Organizational Development), Larry Churchill (Medicine), Ellen Clayton (Pediatrics and Law), Jay Clayton (English), Bruce Compas (Psychology and Human Development), Richard D’Aquilla (Infectious Diseases), Carolyn Dever (English), Dennis Dickerson (History), Kathryn Donato (Sociology), James Foster (Economics), Volney Gay (Religious Studies), Lenn Goodman (Philosophy), Thomas Gregor (Anthropology), Joni Hersch (Law and Economics), George Hill (Microbiology and Immunology), Gary Jenson (Sociology), Carl Johnson (Biological Sciences), Kazuhiko Kawamura (Electrical Engineering), Jana Launderdale (Nursing), Pat Levitt (Pharmacology), Elizabeth Lunbeck (History), Leah Marcus (English), John McCarthy (German), Randolph Rasch (Nursing), Timothy McNamara (Psychology), Linda Norman (Nursing), Charles Scott (Philosophy), Sharon Shields (Human and Organizational Development), Arnold W. Strauss (Pediatrics), John Tarpley (Surgery), Patricia Temple (Pediatrics), Arleen Tuchman (History), Sten Vermund (Pediatrics and Global Health), Bart Victor (Organization Studies), Kip Viscusi (Law and Economics), Lynn Walker (Pediatrics and Psychology and Human Development), Kenneth Wallston (Nursing and Psychology), Laurence Zwiebel (Biological Sciences)

ASSOCIATE PROFESSORS Kathryn Anderson (Economics), Victor Anderson (Religious Studies), Gregory Barz (Ethnomusicology), Karen Campbell (Sociology), Monica J. Casper (Sociology and Women’s and Gender Studies), Beth Conklin (Anthropology), Kate Daniels (English), Kathy Gaca (Classics), Craig-Anne Heflinger (HOD, Peabody), Elizabeth Heitman (Medicine), Kathleen Hoover-Dempsey (Psychology and Human Development), Lynda L. LaMontagne (Nursing), Jane Landers (History), Melanie Lutenbacher (Nursing), F. Carter Philips (Classical Studies), Matthew Ramsey (History), Ruth Rogaski (History), David Schlundt (Psychology), Benigno Trigo (Spanish), Holly Tucker (French), David W. Wright (Chemistry)

ASSISTANT PROFESSORS Mark Bliton (Medicine), Tony Brown (Sociology), Laura Carpenter (Sociology), Sara Eigen (German), Stuart Finder (Medicine), Rolanda Johnson (Nursing), Chase Lesane-Brown (Psychology and Human Development), Scott Pearson (Surgery), Josh Perry (Medicine), Norbert Ross (Anthropology), Michele Salisbury (Nursing), Shawn Salvant (English), Timothy J. Vogus (Management and Organization Studies)

**DEGREE OFFERED:** Master of Arts, Graduate Certificate

Graduate study in medicine, health and society at Vanderbilt offers an interdisciplinary Master of Arts and a graduate certificate for students interested in studying health-related beliefs and practices in their social and cultural contexts. It is available to graduate and professional students from the six participating Vanderbilt schools (A&S, Divinity, Law, Medicine, Nursing, and Peabody). External candidates are also considered for admission, as are Vanderbilt
undergraduates applying through the 4+1 program in the College of Arts and Sciences.

MHS draws on a variety of fields in the social sciences and humanities—anthropology, economics, history, literature, psychology, sociology, philosophy/ethics, and religious studies. It should be of particular interest to students preparing for careers in a health-related profession, but also has much to offer any graduate or professional student interested in examining an important part of human experience from multiple perspectives and developing a critical understanding of contemporary society.

Master of Arts
Students may choose a thesis option (24 hours of course work + thesis) or non-thesis option (30 hours). The thesis should draw on at least two disciplines.

Requirements include the 3-hour core colloquium (MHS 300) and an additional 21 or 27 hours (depending on the option) of courses approved for the MHS graduate program. At least 6 of these hours must be at the 300 level, including independent study, the graduate internship, and graduate service-learning. All students are strongly encouraged to take at least one graduate seminar.

It is expected that students who can devote themselves to the MHS program full time will complete their studies in three terms (i.e., two semesters and one summer or three semesters). However, the length of the program will be flexible to accommodate the needs of different constituencies.

Graduate Certificate
The certificate is available only to current graduate students. Requirements include the 3-hour core colloquium (MHS 300) and an additional four courses drawn from the list of approved courses, of which at least one must be at the 300 level. Students are required to submit a paper to the MHS curricular committee for evaluation.

MHS 300. Graduate Colloquium. Introduction to graduate-level interdisciplinary work in medicine, health, and society, drawing on the perspectives of anthropology, economics, history, philosophy political science and policy studies, psychology, religious studies, and sociology. [3]

MHS 390a–390b. Independent Study. A program of independent readings and research in a minimum of two disciplines, to be selected in consultation with a faculty adviser and subject to the approval of the CMHS Director. FALL, SPRING. [3–3].

MHS 393a-b-c. Graduate Internship.
393a. Internship Training. Must be taken concurrently with 393b and/or 393c. FALL, SPRING. [1-3]
393b. Internship Research. Students will write a substantial research paper under the supervision of a Vanderbilt faculty member. FALL, SPRING. [3]
393c. Internship Readings. Readings and a substantial interpretive essay on topics related to the
internship training, under the supervision of a Vanderbilt faculty member. FALL, SPRING. [3]

**MHS 394a-b-c. Graduate Service Learning.**
394a. Service Learning. Must be taken concurrently with 394b and/or 394c. After completing the experience, all students must write a thorough report. FALL, SPRING. [1-3].
394b. Service Learning Research. Students will write a substantial research paper under the supervision of a Vanderbilt faculty member, on a topic related to their service learning experience. FALL, SPRING. [3]
394c. Service Learning Readings. Readings and a substantial interpretive essay on topics related to the service learning experience, under the supervision of a Vanderbilt faculty member. FALL, SPRING. [3]

**398. Master’s Thesis Research.** [0]

**Other approved courses**
Additional courses not on this list may be approved at the discretion of the CMHS Director. Graduate students enrolled in 200-level courses will complete additional work in order to gain graduate credit.

ANTHROPOLOGY: 240, Medical Anthropology; 250, Anthropology and Healing; 260, Medicine, Culture, and the Body; 267, Life, Death, and the Human Body; 329, The Anthropology of Death: Body, Place, and Memory.

DIVINITY/RELIGION: 3053, Seminar: Contemporary Psychotherapy and Pastoral Counseling; 3060, Freudian Theories and Religion; 3061, Post-Freudian Theories and Religion; 3062, Research in Religion and Health; 3066, Health and Salvation; 3068, Religion and Coping; 3069, Theories of Personality; 3084, Readings in Heinz Kohut and Self-Psychology; 3099, Pastoral Care for Persons with Addictions and Mental Disorders; 3752, The Religious Self According to Jung; 3755, Critical Issues in Psychotherapy; 3452, Ethics, Law, and Medicine; 3464, Seminar in Clinical and Research Ethics; 3951, Methods in Ethics; 3977, Reading Course in Medical Ethics; 3504, Freud and Jewish Identity.

ECONOMICS: 268, Economics of Health; 312a–312b, Health Economics.

ENGLISH: 243, Literature, Science, and Technology (as appropriate). Note: topics vary; the CMHS Director will approve versions with sufficient MHS content for credit toward this program.

HISTORY: 204, History of Medicine; 205, Historical Perspectives on Women, Health, and Sexuality; 206, Medicine, Culture, and the Body (same as Anthropology 260); 221, Sexuality and Gender in the Western Tradition to 1700; 222, Sexuality and Gender in the Western Tradition since 1700; 248, History of Chinese Medicine.

NURSING: 225, Population-Based Health Care, 231a, Introduction to Nutrition; 231b, Nutrition and Health: Issues and Insights; 231c, Health and Wellness; 226, Health Care Systems: Micro

PHILOSOPHY: 239, Moral Problems; 245, Humanity, Evolution, and God; 256, Philosophy of Mind; 270, Ethics and Medicine; 335; Philosophy and Medicine: I; 336. Philosophy and Medicine: II.

PSYCHOLOGY: 215, Abnormal Psychology; 231, Social Psychology; 232, Mind and Brain; 235, Biological Basis of Mental Disorders; 240, Cognition, Consciousness, and Self; 243, Feminist Approaches to Clinical Practice; 244, Introduction to Clinical Psychology; Introduction to Clinical Psychology; 245, Emotion; 246, Schizophrenia; 247, Depression; 250, Control of Human Behavior 252, Human Sexuality; 266, Interpersonal and Intergroup Relations; 268, Health Psychology; Brain Damage and Cognition; 301a-b, Advanced General Psychology, as appropriate [topics vary; the MHS director will approve versions with sufficient MHS content for credit toward this program]; 306, Evolutionary Psychology; 307, Group Process and Structure; 310, Research Methods in Clinical Psychology; 342, Seminar in Social Psychology; 352, Seminar in Clinical Psychology; 361, Interdisciplinary Seminar in Social Psychology.


SOCIOLOGY: 220, Population and Society; 237, Society and Medicine; 257, Gender, Sexuality, and the Body; 264, Social Dynamics of Mental Health; 268, Race, Gender, and Health.