

GLOBAL HEALTH CONCENTRATION: ELECTIVE COURSES

CDE 543a Global Aspects of Food and Nutrition

This course is designed to develop students' awareness of the complex web of factors that lead to malnutrition and to enable a basic understanding of the major diseases of malnutrition, including diseases of both undernutrition and overnutrition. The course covers nutritional assessment tools; the cultural, economic, agricultural, and policy context within which malnutrition exists; and approaches to reducing malnutrition.

(D. Humphries)

CDE 588a Geography of Health and Disease in the Global Context

This course deals with the interconnection of the global political economy, local social structures, constructions of meanings, and health. We examine these relations using theoretical approaches and case studies. This class also emphasizes geospatial research methods and how one can apply these medical geography methods in the workplace. Also included is a discussion of the relation of disease and national security, the U.S. public health structure in a global perspective, and social justice issues. (C. Pope)

EHS 585b/ The Environment and Human Health

This course provides an overview of the critical relationships between the environment and human health. The class explores the interaction between health and different parts of the environmental system including water, indoor and outdoor air, agriculture, and food. Other topics include environmental justice, case studies of environmental health disasters, risk, urbanization, health in the workplace, and links between climate change and health.(M. Bell)

EMD 557b/NURS 713b Public Health Issues in HIV/AIDS

This course provides an overview of the pertinent issues in the epidemiology and prevention of HIV/AIDS among vulnerable populations in US and abroad. The course emphasizes the importance of a multidisciplinary approach to the comprehension of and response to the HIV/AIDS pandemic. The course is designed to go beyond the mere provision of information by encouraging students to develop the ability to critically assess and analyze research, programmatic, policy, and ethical challenges raised by the HIV/AIDS pandemic. (K. Khoshnood)

EMD 583b Public Health Surveillance

This course is intended to provide students with a strong foundation in public health surveillance of both infectious and noninfectious disease. The course teaches the theory and practice of surveillance, supported by many examples of surveillance systems from the developing world. The class builds on and reinforces basic epidemiological concepts. Students are given the opportunity to design and evaluate a surveillance system. (A. Durante)

HPA 512b Health in Conflict

War and armed conflict have major effects on the health of the population, directly through death, injury, and psychosocial trauma, and indirectly through physical displacement, dispossession, and the degradation of social and economic conditions. The goal of this course is to provide a forum for a broad in-depth review, analysis, and discussion of the factors affecting the health status of populations caught in long-standing conflict. The course will touch on other situations of conflict and will explore ideas, methods, and programs aiming to improve the care of populations caught in conflict. (K. Khoshnood, T. Ramahi)

HPA 588b **Health and Human Rights**

This course provides a basic understanding of human rights core principles and practices while concentrating on the complex linkage between health and human rights. The course emphasizes the implications of human rights for public health practitioners and introduces them to the framework and methodologies for analysis of human rights and public health interactions. Students are expected to become familiar with a human rights impact assessment tool and use it throughout the course. Such topics as women's rights, children's rights, AIDS and human rights, violence, and health literacy are explored. Prerequisite: second-year M.P.H. status and GHD 519b or permission of the instructor. (M. Bochenek)

HPA 592b **Strategic Thinking in Global Health**

This course provides an overview of grand strategy and strategic problem solving in global health. At the start of the course, students will become familiar with theoretical principles of strategy and paradox. The second part of the course will focus on selected issues in global health (i.e. maternal mortality, small pox/ polio, tobacco use, etc.) in order to highlight historical strategies for addressing these challenges. Students will be asked to apply principles from the early part of the class to analyze and achieve large ends with limited means. (E. Bradley)

HPA 593b **Global Responsibilities for Global Health Rights**

This course will examine the possibility of applying the newly emergent 'global responsibilities for global health rights' paradigm to comprehensive primary health care. It is divided in three parts:

- The first part will introduce students to the health development and medical relief paradigms, how and why the global response to the HIV/AIDS epidemic emerged as a mixed development relief paradigm, and the paradoxes this newly emergent paradigm creates;
- The second part will introduce students to social human rights and the right to health in particular, to similar and related concepts, and how they support the application of the newly emergent paradigm to comprehensive primary health care;
- The third part will examine practical solutions to apply the newly emergent paradigm to comprehensive primary health care.

This course is intended for graduate students interested in global health, international relations, and human rights. Classes will draw on literature and on the personal experience of the course instructor, former executive director and head of mission in Burundi and Mozambique for Médecins Sans Frontières Belgium. Classes will be built on one to two hours of lecturing and one to two hours of discussing the lecture and reading assignments. (G. Ooms)

HPA 595b **Economic, Social, and Political Dimensions of Development**

This course provides a framework for understanding social, economic, and political dimensions of development and examines how these dimensions impact individuals, groups, and communities, particularly disadvantaged and at-risk populations. The course explores how social, economic, and political forces and frameworks shape social justice, institutions, and policy and analysis in developing and transitioning economies. The course explores a range of issues, trends, and forces within each of the three dimensions of development and their relationship to health and well-being. The focus is primarily international, with perspectives and examples from developing and transitioning economies. (J. Ruger)

HPA 599b**Global Health Ethics, Politics, and Economics**

Global health inequalities are wide and growing. Such inequalities pose ethical challenges for the global health community, especially international and domestic health and development institutions. This course will feature a string of distinguished visitors from academia as well as a few important representatives of international organizations (WHO, World Intellectual Property Organization, World Bank), foundations (Bill and Melinda Gates Foundation), politics, the pharmaceutical and biotechnology industries and /or the investor community.

(T. Pogge, J. Ruger)

GLOBAL HEALTH ELECTIVES OUTSIDE OF YSPH**ECON 325b****Economics of Developing Countries**

Analysis of current problems of developing countries. Emphasis on the role of economic theory in informing public policies to achieve improvements in poverty and inequality, and on empirical analysis to understand markets and responses to poverty. Topics include microfinance, education, health, agriculture, intrahousehold allocations, gender, and corruption. (D. Karlan)

F&ES 52012a**Global Resources and the Environment**

The world's climate, soils, water, plant and animal species, mineral and organic resources, and people are neither equally nor randomly distributed throughout the earth; and each has changed and will continue to change. Both the distribution and change can be understood (at least to some extent) based on "uniform processes" that occur repeatedly throughout the world.

Students can better understand behaviors of one aspect of the environment at one location if they have a global overview of many aspects and their behaviors and interactions. The course has three objectives: (1) To give students an understanding of the present global distribution and changes with time of the resources, people, and other factors including climates, geomorphic areas, water, species, human communities and populations, agriculture, forest products, inorganic commodities, and energy. (2) To give students an understanding of how to access and utilize information on global resources. (3) To give students an understanding of important issues and management approaches, including species protection and extinctions, resource depletion and sustainability, catastrophic events, soil and water maintenance and degradation, atmospheric change and carbon sequestration, populations and life styles, resource substitution and economics, consumption, recycling, and substitution patterns and potential changes (through lectures, readings, analyses, and case studies). (C. Oliver)

F&ES 83073b**Households, Communities and Gender**

The implementation of development and conservation projects involving people requires an understanding of households, communities, and gender; unfortunately, policy is laden with mistaken assumptions about these social units. This course examines both the anthropology of households, communities, and gender, and common assumptions about them in development and conservation. Economic and political aspects of relations within these units are intimately linked, and are examined together. Important global variations in the structure of households, communities, and gender exist, and are explored in the course. The structure of households, communities, and gender in any particular locality influences the economic and political relation with its region, nation, and the world system-with essential implications for development and conservation. The course aims to study local social units in order to understand their importance for regional, national, and global development and conservation. The goal is to encourage future policy makers and implementers to examine their assumptions about society, and to think more critically about the implications of these social units (and their variations around the world) for development and conservation. No prerequisites. Three hours lecture/seminar. (C. Carpenter)

F&ES 85035a**International Environmental Law and Policy**

An introduction to international environmental law and policy. After reviewing the rise of the international environmental agenda, the course concentrates on how societies have responded to global-scale environmental challenges, including deforestation, biodiversity loss, desertification, climate change, ozone depletion, toxic substances, and the loss of living marine resources. The principal response to date has been in the area of international environmental law and policy, where a major new field of law and diplomacy has opened up and new multilateral institutions have been created. The first attempt at global environmental governance is surveyed and critically evaluated. (N. Robinson)

INRL 713b**Shifting the Development Policy Paradigm**

Increasingly, international organizations and governments around the world are becoming interested in developing global and national policies to serve one of the most vulnerable segments of the population - children. This course focuses on how to develop policies that have a positive social, political, and economic impact on children's lives. The course begins with a theoretical overview of current policy trends, at both the global and national levels. Students then work in groups on a selected country to develop national-level policies, applying the conceptual knowledge gained in the first part of the course to the country's specific political context, economic needs, and social situation. (P. Britto)

MCDB 861b**Global Problems of Population Growth**

The worldwide population explosion in its human, environmental, and economic dimensions. Sociobiological bases of reproductive behavior. Population history and the cause of demographic change. Interactions of population growth with economic development and environmental alteration. Political, religious, and ethical issues surrounding fertility; human rights and the status of women. (R. Wyman)

MGT 526a**Doing Business in the Developing World**

This course examines economic strategies for non-profit and for-profit organizations and firms operating in the developing world. The first half of the course focuses on conducting business in environments with weak or deficient institutions, including corruption, political instability, lack of contract enforceability and poor investor protection. The course will primarily use quantitative economic and game theoretic analysis to examine these issues, and we will heavily draw on microeconomic analysis taught in the first year (or in undergraduate intermediate-level economics courses). The second half of the course will explore the role of non-profits, NGOs and multi-lateral institutions in the process of development. We will study credit market failures and the gap filled by micro-credit institutions. We will learn some strategies to evaluate the desirability and success of development projects in social marketing, poverty reduction, and microfinance. We will use the tools of economics to analyze contentious international policy issues such as natural resource exploitation, the free trade of goods including environmental goods (e.g. waste and pollution), intellectual property protection, and labor rights. (A. Mobarak)

MGT 612a**Program Evaluation**

This course introduces students to the concepts and tools used to evaluate programs and policies. The course focuses on issues that arise when evaluating programs, using programs offered by non-profit and governmental organizations as case studies. In teams, students will work with a local community agency throughout the semester in designing a program logic model and a detailed evaluation plan for one of the agency's programs. (B. Daponte)

PLSC 141a / INTS 360a Ethics of Humanitarian Intervention

Exploration of key ethical dilemmas accompanying the practice of humanitarian intervention. Topics include ethical and political obligations of states to protect citizens of other states, justifications for 'killing in order to save,' who can legitimately make the decision to intervene, and what criteria should guide humanitarian interventions in the twenty-first century. (R. Therhauf)

PLSC 170b / ECON 327b African Poverty and Western Aid

Assessment of reasons for Africa's persistent poverty and violence. Theories of an African renaissance led by Western aid versus the inevitability of repeating the mistakes of the past. The politics and economics of poverty, aid, and growth in Africa.

PLSC 430a The Politics of Development Assistance

A study of development assistance, the dominant feature of the political economies of some of the world's poorest countries. The political and economic impact of aid in developing countries. The potential of a series of proposals to make aid a more effective instrument of development. (D. Simon)

PLSC 447b The Rwandan Genocide in Comparative Context

An examination of the 1994 Rwandan genocide, addressing historical sources of the conflict, the motivations of the killers, the impact of the actions and reactions of outside actors, efforts to reconstruct a post-genocide society, and continuation of the genocidal dynamic within the Great Lakes region. Consideration of other countries in similar situations, as well as other genocides in recent decades. (D. Simon)

SAST 276b Public Health in India

The structure of public health in India examined from a sociomedical perspective. Theoretical, empirical, and critical research on topics such as the burden of disease and communicable, noncommunicable, and unintentional injuries; management, governance, and delivery of health services to populations across the country; and policies and future challenges for the Indian government to promote the goal of universal health.

SAST 376b Health and Inequality in India

The relationship between India's inequalities in health and society. Inequalities in society and medicine, both natural and constructed, that influence health outcomes; health disparities that shape social and medical institutions and relationships; and research that evaluates and proposes health and social policy models. (V. Kulkarni)

SOCY 363a Genocide and Ethnic Conflict

Genocide and violent ethnic conflict in the past fifty years, including contributory historical and political elements. Consideration of ways to prevent or resolve such conflicts. Discussion of identity, religion, class, and nationhood as related to violence and conflict. Rwanda and the former Yugoslavia used as case studies to develop an analytical framework. (J. Besirevic Regan)

SOCY 395a Wealth & Poverty: Modern China

Discussion of how access to property, capital, education, and political power has affected poverty and the distribution of wealth in China since 1911, with emphasis on contemporary inequality and social stratification. Extensive use of documentary and online sources. Optional discussion section conducted in Chinese. (D. Davis)