
On leave Fall/Spring: Professor B. Klingenberg.

On leave Fall only: Professor L. Banta. Assistant Professor S. Godlonton.

On leave Spring only: Professors: A. Gehring, L. Shore-Sheppard.

Public health seeks to understand, and also to protect and improve, health at the level of a community or population. Communities make decisions and allocate resources that, intentionally or not, fundamentally shape human life. For example, great reductions in sickness and early death have come from social interventions with relatively low financial cost, such as physically separating drinking water from sewage, or distributing aspirin, condoms, mosquito nets, vaccines or soap, or sharing new ideas about life’s possibilities. The way a society is organized affects the way that social and scientific knowledge is distributed within it; access to that knowledge shapes health at the individual level. At its heart, the study of public health focuses on questions about relationships between science and society, and between reality and possibility: what effective public health policy is and how we can measure its effectiveness; what the relationship is, and ought to be, between research and policy; how we reconcile important moral and economic claims, or balance other values that compete with maximizing health; what counts as disease, over time and among cultures; how we think about cause and responsibility; what constitutes a healthy environment; how our fundamental beliefs determine our approaches to health decisions; and how such decisions ought to be made.

Requirements

Application to the concentration must be completed in the Spring of sophomore year. Applications are due during pre-registration. Application materials can be obtained on the public health website public-health.williams.edu by early April or by e-mailing the chair of the program. Due to excess demand for the concentration, applicants are not guaranteed admittance to the program. Depending on availability, a few students may be admitted in the Spring of Junior year with a mid-April deadline.

All students wishing to pursue the Area of Concentration should take this course early in their careers, preferably sophomore year. Students may petition the advisory committee to substitute a course taken in a study-abroad program focused on global health, providing that the course is equivalent in scope. However, students who plan to take advantage of this option should have taken at least two other courses from among the electives by the end of their sophomore year, and should recognize that those who lack a foundation in the core issues of the field may find it more challenging to prepare their proposal for admission to the concentration.

Statistics

Statistical analysis is at the heart of the quantitative tools necessary to study the health of populations. One course in statistics from the list below is required of all concentrators.

Elective Courses

Concentrators must take at least three electives, with at least two different prefixes, from the list below. Elective courses are grouped by category, but these clusters are not meant to constrain students to a single “track” within the program. Instead, each student is free to determine, with the guidance of an advisory committee member(s), a set of electives that provides an intellectually coherent exploration of their particular areas of interest within the field of public health. In choosing electives, students should consider the balance of breadth versus depth that will allow them to gain theoretical and methodological sophistication in one or more areas. Students may not substitute an independent study for any of these electives. Winter Study courses may not be counted towards the electives.

Experiential Component

Because many public health challenges cannot be fully appreciated until one has hands-on experience with real communities and actual populations, each concentrator must have at least one relevant field-based educational experience with a research component. This requirement may be met through participation in an approved study abroad program (see below), one of the Winter study courses marked with an asterisk, a WS99 project, or a not-for-credit summer or academic-year internship. In every case, the advisory committee must approve the project in advance. Please note that experiential component should address both the “public” and “health” in public health. Projects that center on clinical or lab or that do not have a meaningful health component will generally not satisfy the PH experiential requirement.

PHLH 402 (S) Senior Seminar in Public Health
The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Written Proposal

To be considered for admission to the Area of Concentration in Public Health, students must submit a written statement describing the portfolio of courses, study abroad, and experiential learning component(s) they intend to pursue. In this proposal, candidates for the concentration should describe their intellectual goals, and if relevant, how these relate to their professional goals. A fundamental purpose of the proposal requirement is to encourage the student to consider concretely how s/he will engage with socio-cultural, behavioral, policy, and/or biomedical aspects of population health. To this end, students should address whether a methodological or disciplinary emphasis ties their chosen courses together, and how the intended experiential component will relate to this set of questions. This proposal is due by the end of course registration period in the spring of the sophomore year, and should be prepared in consultation with a member of the advisory committee. Concentrators are required to revisit and update their proposal prior to registration in the spring of the junior year, and to provide documentation of their internship experience both prospectively and retrospectively. Please note electives will not be offered every year. Students should check the course catalog as they considering possible electives.

PHLH Bioethics + Interpretations of Health

CHIN 253/COMP 254/WGSS 255 “Disease” in Modern Chinese Literature and Culture
COMP 232 Reading and Writing the Body
HIST 374 American Medical History
PHIL 212/WGSS 212 Ethics and Reproductive Technologies
PHIL 213 Biomedical Ethics
PHIL 227 Death and Dying
PHIL 228/WGSS 228 Feminist Bioethics
PHIL 274 Messing with People: The Ethics of Human Experimentation
PHIL 337 Justice in Health Care
REL 246/ANTH 246/WGSS 246/ASST 246 India's Identities: Religion, Caste, and Gender
REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation
SOC 332 Life and Death in Modernity
SOC 371/HSCI 371/SCST 371 Science, Technology, and (Bio)medicalization

PHLH Biomedical Determinants of Health

BIOL 133 Biology of Exercise and Nutrition
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
BIOL 136 Studying Human Genetic Diversity: Individuals, Populations, and ‘Races’—Dangerous Biology
BIOL 219 Dangerous Exposures: Environment, Immunity, and Infectious Disease
BIOL 313 Immunology
BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions
BIOL 417 Translational Immunology: From Bench to Bedside
CHEM 115 AIDS: The Disease and Search for a Cure
CHEM 341/ENVI 341 Toxicology and Cancer
CHEM 343 Medicinal Chemistry
PSYC 317/NSCI 317 Nature via Nurture: Topics in Developmental Psychobiology
PSYC 335 Early Experience and the Developing Infant

**PHLH Core Courses**
PHLH 201 Dimensions of Public Health
PHLH 402 Senior Seminar in Public Health

**PHLH Decision-Making by Institutions + Individuals**
ECON 205 Public Economics
ECON 230 The Economics of Health and Health Care
ECON 381 Global Health Policy Challenges
ECON 465 Pollution and the Labor Market
ECON 468 Your Money or Your Life: Health Disparities in the United States
ECON 504 Public Economics
PSCI 209/WGSS 209 Poverty in America
PSCI 228 International Organization
PSCI 249/GBST 249 From Beetroot to Zero Grazing: Comparative Response to AIDS in Africa
PSYC 326 Choice and Decision Making

**PHLH Methods in Public Health**
ANTH 371 Medicine, Pathology, and Power: An Ethnographic View
ECON 379/523 Program Evaluation in International Development
MATH 310 Mathematical Biology
MATH 410/BIOL 214 Modeling in Ecology
PHLH 250 Qualitative Research Methods in Public Health
PHLH 255 Research Methods in Public Health

**PHLH Nutrition, Food Security, and Environmental Health**
AFR 211/AMST 211/ENVI 211/SOC 211 Race and the Environment
BIOL 220/ENVI 220 Field Botany and Plant Natural History
BIOL 308 Integrative Plant Biology: Fundamentals and New Frontiers
BIOL 422/ENVI 422 Ecology of Sustainable Agriculture
ENVI 233 The Industrial Animal
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 308 Science and Politics in Environmental Decision Making
PHLH 220 Nutrition in the Developing World

**PHLH Reproductive, Maternal and Child Health**
ANTH 272/WGSS 272 Sex and the Reproduction of Society
HIST 378/WGSS 378 The History of Sexuality in America
PSYC 317/NSCI 317 Nature via Nurture: Topics in Developmental Psychobiology
PSYC 335 Early Experience and the Developing Infant
PSYC 337 Temperament and Biobehavioral Development
PSYC 350 Child Psychopathology
PSYC 352 Clinical and Community Psychology
REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation

**PHLH Social Determinants of Health**
AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
ANTH 269/REL 269/ASST 269 Mindsight: Mindfulness & Medicine
ANTH 371 Medicine, Pathology, and Power: An Ethnographic View
ECON 380/ECON 519 Population Economics
ECON 468 Your Money or Your Life: Health Disparities in the United States
PSCI 209/WGSS 209 Poverty in America
WGSS 230/AFR 230 Gender, Sexuality, and Global HIV/AIDS

**PHLH Statistics Courses**
ECON 255 Econometrics
POEC 253 Empirical Methods in Political Economy
PSYC 201 Experimentation and Statistics
STAT 101 Elementary Statistics and Data Analysis
STAT 201 Statistics and Data Analysis
STAT 202 Introduction to Statistical Modeling
STAT 231 Statistical Design of Experiments
STAT 372 Longitudinal Data Analysis: Modeling
STAT 440 Categorical Data Analysis

**STUDY ABROAD AND INTERNSHIPS**
Although not a requirement for the PH concentration, study abroad and/or overseas internships provide a crucial opportunity to engage with global health issues through field-based coursework and independent research projects. The Public Health program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. In particular, students may want to consider one of the several Global Health options offered through SIT. One or more courses completed on an approved study abroad program can be counted toward the three elective courses, with permission of the Chair. You can find general study away guidelines for Public Health at public-health.williams.edu.

**PHLH 13 (W) Behavioral Health Prevention and Middle School Leadership Development**
In this course, students will learn about behavioral health prevention and promotion, with an emphasis on the prevention of substance use disorders and the Substance Abuse & Mental Health Services Administration's (SAMHSA) Strategic Prevention Framework. Following this grounding in prevention science, students will learn about middle school leadership development and community action with a behavioral health and wellness focus, and be trained to deliver core components of the New Hampshire Teen Institute's (TI) Leaders in Prevention program for students in grades 6-8. The classroom portion of this course will prepare students to put this knowledge into practice as staff members at the January session of Leaders in Prevention, serving with other youth & adult staff members of TI to facilitate a weekend of education and networking for 50-60 middle school students from around NH and New England. Students in this course will work with teams of middle school students to help them create a student-led action plan for a school or community wellness event to be implemented in their home communities. During the first 2 weeks of the Winter Study period,
students will meet on campus for approx. 15 hrs per week. The experiential portion of the course--serving as facilitators at the Leaders in Prevention weekend--will be an overnight trip from Thurs. 1/17--Sun 1/20 to a conference center in Greenfield, NH. (Lodging & food will be provided to students free of charge while at the camp.) This trip is mandatory for the course, and involves working with middle school youth for 3 very full days. Students will meet once again during the final week of Winter Study to debrief and process their facilitation experiences. Academic work will be primarily contained to the classroom time of the first two weeks. A culminating 10-page reflection paper to demonstrate a synthesis of students' classroom and practical learning will be the only sizeable out-of-class work. Adjunct Instructor Bio: Marissa is the Executive Director of the NH Teen Institute and a trainer for multiple workshops developed by SAMHSA's CAPT and ATTC systems. She is the Secretary of the Prevention Certification Board of NH and the NH Prevention delegate to the IC&RC, and serves on the NH Governor's Commission Prevention Task Force. Outside of prevention work, she is Assoc. Artistic Dir. of Mill City Productions in North Adams, MA.

Class Format: afternoons

Requirements/Evaluation: 10-page reflection paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: lottery

Grading: pass/fail only

Materials/Lab Fee: $45

Attributes: EXPE Experiential Education Courses

Not offered current academic year

PHLH 14 (W) Epidemiology, Public Health, and Leadership in the Health Professions

Cross-listings: PHLH 14 ANSO 14 CHEM 14

Secondary Cross-listing

More and more, decisions in the health professions are being made on evidence from the medical literature rather than solely from the "experience" of the physician or other health practitioner. What kinds of questions (hypotheses) are being asked, and how are they answered, and answered reliably? How does a conscientious health professional keep up with this evidence and evaluate it both critically and efficiently? After a brief introduction to the history of epidemiology, the class will study a selection of "unknown" historic epidemics, and contemporary data sets in small groups, and present their conclusions in class. The remainder of roughly the middle third or so of the class will explore systematically the approaches and research designs epidemiologists use to answer, among others, questions of treatment effectiveness, preventive strategies, and to study cause and effect, e.g., is this exposure reliably related to an outcome of interest. And finally, how does one decide whether that relationship might be a causal one, and therefore actionable. The various research design applications will be illustrated by appropriate historic--some from the "canon" of the public health and clinical literature--or by more current papers. Although the first two weeks of this ambitious course is more about design issues than one of current topics in public health, about week 3--through lecture and perhaps student presentations--will apply the methodological "tool kit" to major current athletic health issues, e.g., athletic concussions and their short and long-term effects. The last week of the course the class will operate as a Journal Club, with individual and/or groups of students responsible for presenting and critiquing the design, conduct and analysis of a paper(s) concerning a current issue. These presentations may also look at athletic health issues. This WS course is designed to be a serious academic experience, with the rigor of a regular course. Adjunct Instructor Bio: Dr. Wright is a medical epidemiologist who first worked with maternal and child health and family planning programs in Alabama and Georgia. Later, after training as an EIS officer at the CDC, he was a resident consultant to both the Sri Lankan and Thai Ministries of Public Health. Still later, he was a faculty member in the Robert Wood Johnson Medical School, in New Jersey.

Class Format: at least three times a week for a total of 6 hours

Requirements/Evaluation: 10-page paper, final project

Prerequisites: course in Biostat helpful, but not required

Enrollment Limit: 18

Grading: pass/fail only

Unit Notes: all interested students will be interviewed by the instructor

Materials/Lab Fee: Cost of books

This course is cross-listed and the prefixes carry the following divisional credit:

PHLH 14 ANSO 14 CHEM 14

Not offered current academic year
PHLH 15 (W) The Human Side of Medicine

In today's health care atmosphere of physician accountability, advanced medical technology, and evidence-based diagnosis, the "human side" of medical practice is often minimized or even disregarded. Medical schools debate how or whether to emphasize this more interpersonal aspect of medicine within their curriculums. This concern with the patient/physician relationship becomes particularly relevant with today's reliance upon personal devices and with a culture promoting medicine as a big business model. Increasingly research shows that the combination of both perspectives--patient centered understanding and technical proficiency--lead to better diagnosis and treatment; to improved patient compliance and satisfaction; and to increased physician professional satisfaction. Original thinking, examining personal/family experiences, in-class skill practice, and skype interviews with patients/student/health care professionals will provide much of the learning experience. This seminar works well for those who have shadowed physicians or are planning to shadow, but all majors are welcome. Adjunct Instructor Bio: Sandra Goodbody is a clinical social worker. She has maintained a psychotherapy practice in D.C., has a clinical appointment at The George Washington School of Medicine, and has served as a senior project director at the National Academy of Medicine.

Class Format: TWR, 10 a.m.-noon
Requirements/Evaluation: final project plus three 2-page papers
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: class balance and student interest
Grading: pass/fail only
Materials/Lab Fee: $10 plus cost of books
Not offered current academic year

PHLH 16 (W) Addiction Studies and Diagnostics

This course is designed to assist students while at Williams and after graduation develop an effective understanding of the impact and treatment of addiction. It is designed for students planning to continue on to Med School and graduate work in the Humanities; work in public health; are a part of a family; a friend of an addict or those impacted by addiction; or to be an educated citizen. Students will be familiarized with the DSM-5, the text used to diagnose mental illness in the US. Speakers will tell their stories in their journey from addiction to recovery as well as their experience working as therapists. Students will be expected to accurately diagnose the speakers according to the criteria in the DSM-5. Finally, an annotated bibliography and oral presentation will be presented in groups at the end of the course. Adjunct Instructor Bio: Mr. Berger has been teaching this course at Williams since 2010. He has advanced degrees from Springfield College and the Hazelden Graduate School of Addiction Studies, 30 years of recovery from addiction, and a decade of experience in community mental health and clinics.

Class Format: 7-9:30 PM, two evenings each week
Requirements/Evaluation: class participation, field experience of 12-step and other mutual aid recovery groups, experience with initial assessments for substance use disorders, initial experience with formal criteria for SUD diagnosis
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: by graduating class and then by instructor permission
Grading: pass/fail only
Materials/Lab Fee: none
Not offered current academic year

PHLH 18 (W) "The Transformation of Silence": Exploring Campus Sexual Violence Prevention and Response

Cross-listings: WGSS 18  PHLH 18
Secondary Cross-listing

Since 2011, student activism and federal guidance of dramatically changed how campuses address sexual violence. This class will explore response to and prevention of sexual violence on college campuses and more broadly, across topics related to gender and sexuality, race, constructs of accountability, and public health and social justice approaches to prevention. Class will be heavily comprised of interactive activities, along with reading, films, and reflective writing. Course will meet 3 days per week for 2 hours. Some outside of class work in the form of film viewing and
Attendance at talks. Adjunct Instructor Bio: Meg Bossong '05 is the Director of Sexual Assault Prevention and Response. Prior to returning to Williams, she was the Manager of Community Engagement for the Boston Area Rape Crisis Center, where she worked with community stakeholders in education, faith communities, medical and mental health care, law enforcement, and beyond on response and prevention initiatives.

Requirements/Evaluation: a 10-page final paper, along with Glo reflections

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: submission of a few sentence description indicating interest level in the course, preference to first years and sophomores

Grading: pass/fail only

Materials/Lab Fee: none

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 18 PHLH 18

Not offered current academic year

PHLH 25 (W) Public Health, Education, and Community Action in Rural India

This course will explore access to and reliance on public health services, NGOs, and education in a rural Indian social context. As one of the fastest growing and most populated countries in the world, India has the potential to have an enormous global impact. However, the country's future in entirely dependent upon the health of its population, specifically its most vulnerable--and most vital--members: women and children. To understand how public health and education policy can be formed and changed to address inequity and sociocultural biases, students will learn about the context of India and how local, national, and global actors currently interact with social systems. The course will begin with an orientation and introductory lectures in New Delhi. Then students will travel to rural Uttar Pradesh (UP) for 10 days for seminars with local experts and field trips to community health centers, schools, and villages. Following their trip to UP, students will travel to Rajasthan to meet NGO workers in Jaipur. The course will include an introduction to fieldwork methods and an interview project on a topic chosen by the student addressing development in India. This course will be run in partnership with the Foundation for Public Health, Education, and Development (http://fphed.org/). A UP-based organization with its own campus, FPHED's board collectively has decades of experience hosting study abroad programs, including biannual semester-long programs with the School for International Training. FPHED will assist in making all accommodations and travel arrangements, as well as making local connections with experts and translators for students. Adjunct Instructor Bio: Ms. Curtis graduated from Williams College in Spring of 2017 with a degree in Women's, Gender, and Sexuality Studies and a Concentration in Public Health. With the support of a Fulbright-Nehru student researcher fellowship, she is currently conducting community-based participatory research with FPHED on reproductive health programs in rural UP. She has spent a cumulative 11 months to-date studying and researching reproductive health in rural India.

Class Format: travel

Requirements/Evaluation: 5-page paper 2- to 3-page paper Other: Students will be required to keep a private daily journal

Prerequisites: none; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: none; not open to first-year students

Grading: pass/fail only

Materials/Lab Fee: $2800, which includes all transportation, lodging, meals, lectures, and research materials

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Not offered current academic year

PHLH 99 (W) Independent Study: Public Health

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only
PHLH 201 (S) Dimensions of Public Health  (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

Class Format: Seminar

Requirements/Evaluation: two papers on a selected population or country and health issue, two short reaction papers, peer reviews and active contribution to class discussion, including on Glow

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: sophomores, potential Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: No divisional credit  (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

Attributes: PHLH Core Courses

Spring 2020

SEM Section: 01  TF 1:10 pm - 2:25 pm  Kiaran Honderich
SEM Section: 02  TF 2:35 pm - 3:50 pm  Kiaran Honderich

PHLH 220 (F) International Nutrition  (DPE) (WS)

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as [in utero] can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America. This course was previously titled Nutrition in the Developing World.

Class Format: seminar

Requirements/Evaluation: six 1-page essays, one situation analysis paper (5-7 pages), one final term paper (10-15 pages), one oral presentation, and active class participation

Prerequisites: PHLH 201 or equivalent

Enrollment Limit: 19

Enrollment Preferences: Public Health concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE) (WS)

Writing Skills Notes: As a writing skills course, students will write six 1-page essays (each with an optional rewrite) and a 5- to 7-page, country assessment paper which will help build the specific writing skills necessary for the final 10- to 15-page paper. Students will receive from the instructor
timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of nutrition program design and implementation.

**Attributes:** PHLH Nutrition, Food Security + Environmental Health

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Fall 2019

SEM Section: 01  M 7:00 pm - 9:40 pm  Marion Min-Barron

**PHLH 250 (F) Qualitative Research Methods in Public Health**

Qualitative methods provide the opportunity to add in-depth meaning and context regarding research on individuals and the environments of study. This course introduces students to qualitative research theory in Public Health and gives them the opportunity to ‘practice’ three qualitative research methods; (1) in-depth interviewing, (2) focus groups and (3) participant observation. Students will have the opportunity to pilot each of these three qualitative research methods, analyze a subset of the data via qualitative analysis software, and design a qualitative research study (including the research instrument). We will cover best practices in reporting qualitative results (for the purposes of peer-reviewed publication) and learn about the advantages and disadvantages of qualitative research in various domestic and international settings related to public health (such as nutrition, HIV and physical activity).

**Class Format:** seminar

**Requirements/Evaluation:** three 1-page reflection papers, transcription/field notes of one qualitative method (5-7 pages), one research proposal (10-15 pages), and an oral presentation

**Prerequisites:** PHLH 201 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PHLH Methods in Public Health

Not offered current academic year

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**PHLH 255 (S) Research Methods in Public Health**

This course will introduce students to three common research methods utilized within Public Health: qualitative methods, survey methods and epidemiology. We will cover the basic research design process, integrating and comparing the qualitative methods of interviewing and focus groups, survey instrument design and pretesting as well as basic epidemiologic methods and concepts. Readings and discussions will engage with best practices in reporting these types of methods (for the purposes of peer-reviewed publication). Lastly, students will have the opportunity to design research instruments, pilot some of these methods, and analyze a subset of the data via analysis software. Students who have taken PHLH 250 should not enroll in PHLH 255.

**Class Format:** seminar

**Requirements/Evaluation:** three 1-page reflection papers, development of two research instruments (3-5 pages), one critique of a journal article (5 pages), an oral presentation and active class participation

**Prerequisites:** PHLH 201 or equivalent AND at least one Statistics course

**Enrollment Limit:** 19

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PHLH Methods in Public Health

Not offered current academic year
PHLH 397 (F) Independent Study: Public Health
Public Health Independent Study
Class Format: Independent Study
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Fall 2019
IND Section: 01 TBA Tara E. Watson

PHLH 398 (S) Independent Study: Public Health
Public Health Independent Study
Class Format: Independent Study
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

Spring 2020
IND Section: 01 TBA Tara E. Watson

PHLH 402 (S) Senior Seminar in Public Health
The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Class Format: seminar/lab
Requirements/Evaluation: active seminar participation, written reflections, contribution to the team research project, and a 12- to 15-page final paper
Prerequisites: completion of at least four courses counting towards the PHLH concentration
Enrollment Limit: 14
Enrollment Preferences: senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: No divisional credit
Attributes: EXPE Experiential Education Courses PHLH Core Courses

Spring 2020
SEM Section: 01 TR 8:30 am - 9:45 am Susan Godlonton
LAB Section: 02 T 1:00 pm - 4:00 pm Marion Min-Barron