

# PUBLIC HEALTH

Chair: Professor Amie Hane

## Advisory Committee

- Amie A. Hane, Professor of Psychology, Chair of Public Health Program; affiliated with: Neuroscience Program, Public Health Program
- Kieran Honderich, Lecturer in Women's, Gender and Sexuality Studies; affiliated with: Public Health Program
- Marion Min-Barron, Lecturer
- Mats Målqvist, STINT - Research Scholar

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](http://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\(S\) SEM "Illness" in Modern and Contemporary Chinese Literature and Culture](#)

Taught by: [Man He](#)  
[Catalog details](#)

[PHIL 211 TUT Ethics of Public Health](#)

Taught by: [Julie Pedroni](#)  
[Catalog details](#)

[PHIL 212 / STS 212 / WGSS 212 LEC Ethics and Reproductive Technologies](#)

Taught by: [Julie Pedroni](#)  
[Catalog details](#)

[PHIL 213\(S\) TUT Biomedical Ethics](#)

Taught by: TBA  
[Catalog details](#)

[PHIL 228 / STS 228 / WGSS 228 LEC Feminist Bioethics](#)

Taught by: [Julie Pedroni](#)  
[Catalog details](#)

[PHIL 337\(F\) TUT Justice in Health Care](#)

Taught by: [Julie Pedroni](#)  
[Catalog details](#)

[REL 246 / ANTH 246 / ASIA 246 / WGSS 246 TUT India's Identities: Nation, Community, & Individual](#)

Taught by: [Kim Gutschow](#)  
[Catalog details](#)

[STS 227 Death and Dying](#)

Taught by: [Julie Pedroni](#)  
[Catalog details](#)

[STS 311 / AMST 352 / ASIA 352\(S\) SEM Global Health in the Transpacific](#)

Taught by: [Shoan Yin Cheung](#)  
[Catalog details](#)

### **PHLH Biomedical Determinants of Health**

[BIOL 133 LEC Biology of Exercise and Nutrition](#)

Taught by: [Steven Swoap](#)  
[Catalog details](#)

[BIOL 134 / ENVI 134\(F\) LEC The Tropics: Biology and Social Issues](#)

Taught by: [Joan Edwards](#)  
[Catalog details](#)

[BIOL 219 TUT Dangerous Exposures: Environment, Immunity, and Infectious Disease](#)

Taught by: [Lois Banta](#)  
[Catalog details](#)

[BIOL 313 LEC Immunology](#)

Taught by: [Damian Turner](#)

[Catalog details](#)

[BIOL 315\(S\) LEC Microbiology: Diversity, Cellular Physiology, and Interactions](#)

Taught by: [Lois Banta](#)

[Catalog details](#)

[BIOL 417\(S\) SEM Translational Immunology: From Bench to Bedside](#)

Taught by: [Damian Turner](#)

[Catalog details](#)

[CHEM 341 / ENVI 341 LEC Toxicology and Cancer](#)

Taught by: David Richardson

[Catalog details](#)

[PSYC 313 / NSCI 313\(F\) SEM Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic](#)

Taught by: [Shivon Robinson](#)

[Catalog details](#)

[PSYC 335 SEM Early Experience and the Developing Infant](#)

Taught by: [Amie Hane](#)

[Catalog details](#)

[STS 115 AIDS: The Disease and Search for a Cure](#)

Taught by: [Bob Rawle](#)

[Catalog details](#)

## **PHLH Core Courses**

[PHLH 201\(S\) SEM Dimensions of Public Health](#)

Taught by: [Kiaran Honderich](#)

[Catalog details](#)

[PHLH 402\(S\) SEM Senior Seminar in Public Health](#)

Taught by: [Marion Min-Barron](#)

[Catalog details](#)

## **PHLH Decision-Making by Institutions + Individuals**

[ECON 205\(S\) SEM Public Economics](#)

Taught by: TBA

[Catalog details](#)

[ECON 230\(S\) LEC The Economics of Health and Health Care](#)

Taught by: [Lara Shore-Sheppard](#)

[Catalog details](#)

[ECON 242 LEC Evaluating the Costs and Benefits of Public Policies](#)

Taught by: Mikael Svensson

[Catalog details](#)

[ECON 381 LEC Global Health Policy Challenges](#)

Taught by: [Susan Godlonton](#)

[Catalog details](#)

[ECON 465\(F\) SEM Pollution and Labor Markets](#)

Taught by: [Matthew Gibson](#)

[Catalog details](#)

[ECON 468\(F\) SEM Your Money or Your Life: Health Disparities in the United States](#)

Taught by: [Tara Watson](#)

[Catalog details](#)

[ECON 504\(F\) SEM Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)

[Catalog details](#)

[PSCI 209 / WGSS 209 SEM Poverty in America](#)

Taught by: [Cathy Johnson](#)

[Catalog details](#)

[PSCI 228\(S\) LEC International Organization](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

[PSYC 326 SEM Choice and Decision Making](#)

Taught by: [Kris Kirby](#)

[Catalog details](#)

## **PHLH Methods in Public Health**

[ANTH 371 / STS 370 / WGSS 371\(F\) SEM Medicine and Campus Health in Disruptive Times](#)

Taught by: [Kim Gutschow](#)

[Catalog details](#)

[ECON 523 / ECON 379\(S\) SEM Program Evaluation for International Development](#)

Taught by: [Pamela Jakiela](#)

[Catalog details](#)

[MATH 310 / BIOL 210 LEC Mathematical Biology](#)

Taught by: [Julie Blackwood](#)

[Catalog details](#)

[PHLH 250 SEM Qualitative Research Methods in Public Health](#)

Taught by: [Marion Min-Barron](#)

[Catalog details](#)

[PHLH 255 SEM Research Methods in Public Health](#)

Taught by: [Marion Min-Barron](#)

[Catalog details](#)

### **PHLH Nutrition, Food Security, and Environmental Health**

[AFR 211 / AMST 211 / ENVI 211 / SOC 211\(S\) LEC Race, Environment, and the Body](#)

Taught by: TBA

[Catalog details](#)

[BIOL 220 / ENVI 220\(S\) LEC Field Botany and Plant Natural History](#)

Taught by: [Joan Edwards](#)

[Catalog details](#)

[BIOL 308\(S\) LEC Integrative Plant Biology: Fundamentals and New Frontiers](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[ENVI 230\(S\) SEM Geographies of Food Justice](#)

Taught by: [April Merleaux](#)

[Catalog details](#)

[ENVI 246 / AMST 245 / HIST 265\(F\) SEM Race, Power, & Food History](#)

Taught by: [April Merleaux](#)

[Catalog details](#)

[ENVI 308 SEM Science and Politics in Environmental Decision Making](#)

Taught by: Pia Kohler

[Catalog details](#)

[PHLH 220 SEM International Nutrition](#)

Taught by: [Marion Min-Barron](#)

[Catalog details](#)

### **PHLH Reproductive, Maternal and Child Health**

[PHLH 310\(F\) SEM Equity in Health](#)

Taught by: Mats Målqvist

[Catalog details](#)

[PSYC 335 SEM Early Experience and the Developing Infant](#)

Taught by: [Amie Hane](#)

[Catalog details](#)

[PSYC 352 SEM Clinical and Community Psychology](#)

Taught by: [Laurie Heatherington](#)

[Catalog details](#)

[PSYC 358 TUT Developmental Psychopathology: Trajectories of Risk and Resilience](#)

Taught by: [Catherine Stroud](#)

[Catalog details](#)

[STS 102 / WGSS 103\(F\) TUT Breeding Controversy: Technologies and Ideologies of Population Control](#)

Taught by: [Shoan Yin Cheung](#)

[Catalog details](#)

### **PHLH Social Determinants of Health**

[AFR 211 / AMST 211 / ENVI 211 / SOC 211\(S\) LEC Race, Environment, and the Body](#)

Taught by: TBA

[Catalog details](#)

[ECON 380 / ECON 519 LEC Population Economics](#)

Taught by: [Lucie Schmidt](#)

[Catalog details](#)

[ECON 468\(F\) SEM Your Money or Your Life: Health Disparities in the United States](#)

Taught by: [Tara Watson](#)

[Catalog details](#)

[PHLH 310\(F\) SEM Equity in Health](#)

Taught by: Mats Målvist

[Catalog details](#)

[PHLH 351\(F\) TUT Racism in Public Health](#)

Taught by: [Marion Min-Barron](#)

[Catalog details](#)

[PSCI 209 / WGSS 209 SEM Poverty in America](#)

Taught by: [Cathy Johnson](#)

[Catalog details](#)

[REL 269 / ANTH 269 / ASIA 269 / STS 269\(F\) TUT Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience](#)

Taught by: [Kim Gutschow](#)

[Catalog details](#)

[STS 215 / GBST 217 SEM Viral Inequality: Power and Difference in Pandemics](#)

Taught by: [Shoan Yin Cheung](#)

[Catalog details](#)

[WGSS 230 / AFR 230 SEM Gender, Sexuality, and Global HIV/AIDS](#)

Taught by: [Kiaran Honderich](#)

[Catalog details](#)

## **PHLH Statistics Courses**

[ECON 255\(F, S\) LEC Econometrics](#)

Taught by: [David Zimmerman](#), [Matthew Gibson](#), [Owen Ozier](#)

[Catalog details](#)

[POEC 253\(F\) LEC Empirical Methods in Political Economy](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[PSYC 201\(F, S\) LEC Experimentation and Statistics](#)

Taught by: [Shivon Robinson](#), [Steven Fein](#), [Kenneth Savitsky](#), [Eliza L Congdon](#), [Kris Kirby](#)

[Catalog details](#)

[STAT 101\(F, S\) LEC Elementary Statistics and Data Analysis](#)

Taught by: [Shaoyang Ning](#), [Annie Tang](#), [Elizabeth Upton](#)

[Catalog details](#)

[STAT 161\(F, S\) LEC Introductory Statistics for Social Science](#)

Taught by: [Annie Tang](#), [Bernhard Klittingberg](#)

[Catalog details](#)

[STAT 201\(F, S\) LEC Statistics and Data Analysis](#)

Taught by: [Stewart Johnson](#)

[Catalog details](#)

[STAT 202\(F, S\) LEC Introduction to Statistical Modeling](#)

Taught by: [Shaoyang Ning](#), [Daniel Turek](#)

[Catalog details](#)

[STAT 335 LEC Biostatistics and Epidemiology](#)

Taught by: [Anna Plantinga](#)

[Catalog details](#)

[STAT 372 LEC Longitudinal Data Analysis: Modeling Change over Time](#)

Taught by: [Anna Plantinga](#)

[Catalog details](#)

[STAT 410 LEC Statistical Genetics](#)

Taught by: [Anna Plantinga](#)

[Catalog details](#)

[STAT 440 LEC Categorical Data Analysis](#)

Taught by: [Bernhard Klittingberg](#)

[Catalog details](#)

## **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](http://public-health.williams.edu).

**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:** Course will be taught remotely.

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

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** sophomores, potential Public Health concentrators

**Expected Class Size:** 14

**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 2022

SEM Section: 01 MWF 8:30 am - 9:45 am Kiaran Honderich

SEM Section: 02 MWF 11:00 am - 12:15 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.

**Class Format:** This class will be remote. Each week students will typically be asked to (1) watch a series of short lectures- think 10-15' clips, (2) read peer reviewed articles and post on discussion boards (3) attend synchronous meetings - both in small groups of and as a whole class during assigned class time. Instructor will also be available for one-on-one online meetings/check-ins.

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

**Prerequisites:** PHLH 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes 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) 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 international development and nutrition programming.

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

Not offered current academic year

### **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).

**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

### **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.

**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 310 (F) Equity in Health**

Equity in health has been defined as inequalities in health outcomes based on irrelevant social characteristics. The Sustainable Development Goals and Agenda 2030 highlight equity in health as a main focus and key to achieving social sustainability. This course will introduce students to the concept of equity in health, and discuss the theoretical underpinnings of the pathways to unequal health outcomes. The social determinants of health and how they translate to uneven outcomes will be explored and discussed. There will also be a special focus on gender and gender-based violence as a driver of ill health. How to reduce inequity in health will be discussed and debated. Readings will involve some of the classic texts on health equity as well as recent explorations of the area.

**Requirements/Evaluation:** weekly short reflection papers and one final paper (10-12 pages)

**Prerequisites:** PHLH 201 Dimensions of Public Health or Permission of Instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Public Health Concentrators

**Expected Class Size:** 16

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

**Distributions:** (D2)

**Attributes:** PHLH Reproductive, Maternal and Child Health PHLH Social Determinants of Health

Fall 2021

SEM Section: 01 TR 8:30 am - 9:45 am Mats Målqvist

### **PHLH 351 (F) Racism in Public Health (DPE)**

In the face of a global pandemic and increased police brutality, states and counties across the nation are declaring racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which racism functions in the disciplines of biostatistics, epidemiology, social & behavioral sciences, health policy & management and environmental health sciences while also examining the dynamics of power and history in research and community practice. We will also gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial will most likely elicit uncomfortable and hard conversations about race and requires an openness to self-reflection and the practice of articulation.

**Requirements/Evaluation:** bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

**Prerequisites:** PHLH 201

**Enrollment Limit:** 10

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 10

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

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

**Attributes:** PHLH Social Determinants of Health

Fall 2021

TUT Section: T1 TBA Marion Min-Barron

### **PHLH 397 (F) Independent Study: Public Health**

Public Health Independent Study

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

**Distributions:** (D2)



Fall 2021

IND Section: 01 TBA Amie A. Hane

**PHLH 398 (S) Independent Study: Public Health**

Public Health Independent Study

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

**Distributions:** (D2)

Spring 2022

IND Section: 01 TBA Amie A. Hane

**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 small research teams to interact with local organizations and investigate a contemporary real-life issue in public health. 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.

**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:** 12

**Enrollment Preferences:** senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor

**Expected Class Size:** 10

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

**Distributions:** No divisional credit

**Attributes:** EXPE Experiential Education Courses PHLH Core Courses

Spring 2022

SEM Section: 01 TR 9:55 am - 11:10 am Marion Min-Barron

SEM Section: 02 TR 11:20 am - 12:35 pm Marion Min-Barron

**Winter Study -----**

**PHLH 14 (W) Epidemiology in Real Time: Epidemic Investigation, Analysis, and Control from Athens to Wuhan**

**Cross-listings:** PHLH 14 ANSO 14

**Primary Cross-listing**

Epidemiology is the basic science of public health. Unlike illness care activities, which address the health needs of individuals, public health addresses the needs of populations, and emphasizes prevention. The investigation of epidemics has contributed greatly to effective preventive strategies in human populations. The class will examine infectious disease outbreaks, as well as longer incubation, non-infectious disease epidemics generated by, for example, sports violence, specifically the relationship between concussion and sub-concussive head blows to the later development of chronic traumatic encephalopathy (CTE) and other types of chronic brain damage. In the process the class will see the emergence of research methodologies that enhance hypothesis testing, and make possible reliable observational studies in etiology and the natural history of disability and disease. It was said of William Farr, an English epidemiologist of the middle 19th Century, that he had the significant power of making numbers argumentative (and

politically controversial!). As the class is exposed to both descriptive and analytical data relating, for example, to the current epidemic of athletic injury, it will be clear that change can be extremely fractious. In the case of prevention, we may agree with George Bernard Shaw who wrote in the preface to the "Doctor's Dilemma" that people prefer "absolution" to "exhortation"!

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** based on interview

**Grading:** pass/fail only

**Unit Notes:** Dr. Wright is 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.

**Materials/Lab Fee:** none

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

PHLH 14 ANSO 14

Winter 2022

LEC Section: 01 TBA Nicholas Wright

### **PHLH 15 (W) The Human Side of Medicine During a Pandemic**

This has been the year that has challenged--and crashed--many of our assumptions and practices in medicine and health care delivery. Health care professionals are both daunted and excited by these huge shifts. Our seminar will examine the DOCTOR/PATIENT RELATIONSHIP within this changing time. As both patients and possible future providers, I ask you to bring your lens as we study this new terrain. Get ready to hear from patients, physicians/other medical providers, administrators and policy makers as you begin to formulate your own thoughts about how best to train providers; how best to respect, to engage, and to care for patients; how best to be responsive to providers' concerns; and finally, how to reconcile on a systemic level the conflicting priorities that come from a range of stake holders. Though the terrain is much more complicated now, research has repeatedly demonstrated that an approach to health care delivery which combines both patient-centered understanding as well as technical proficiency has a big payoff--better diagnosis and treatment, improved patient compliance, and increased physician professional satisfaction. This class value active discussion, creative thinking and experimenting with new--and often intense--ideas.

**Requirements/Evaluation:** three short papers and final project/presentation

**Prerequisites:** experience in a health care setting is a plus, but all majors and class years are welcome

**Enrollment Limit:** 10

**Enrollment Preferences:** class balance and student interest

**Grading:** pass/fail only

**Unit Notes:** Sandey Goodbody is a practicing psychotherapist in DC. She has taught at the George Washington Univ. School of Medicine, worked at both the Institute of Medicine (National Academy of Medicine) and Catholic Univ. Sch of Social Service. Williams students have found this seminar lively and thought provoking.

**Materials/Lab Fee:** \$15

Winter 2022

LEC Section: 01 TBA Sandra Goodbody

### **PHLH 16 (W) Addiction Studies and Diagnostics**

The goal of this class is to help students develop an effective understanding of the definition, impact, and treatment of addiction. 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. Students will be expected to accurately diagnose the speakers according to the criteria in the DSM-5. I expect an active discussion in class on Jan. 24th and 26th. Finally, an extensive annotated bibliography and oral presentation will be presented in groups at the end of the course.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** instructor's choice

**Grading:** pass/fail only

**Unit Notes:** Rick Berger just started his 35th year of recovery and began his journey as an undergraduate at Colgate University. He started the 1990's teaching English in schools in the US, South Korea, and Japan. Since completing a degree in Addiction Counseling at Hazelden Graduate School, he has worked as a therapist for out-patient and in-patient clinics here in Massachusetts and taught here at Williams and at UMass.

**Materials/Lab Fee:** none

Winter 2022

LEC Section: 01 TBA K. Richard Berger

**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

Winter 2022

IND Section: 01 TBA Amie A. Hane