



**HARVARD UNIVERSITY PH.D. PROGRAM IN HEALTH POLICY
MEDICAL SOCIOLOGY TRACK
2008-2009**

In this track, students will learn about, and contribute to knowledge in, several research areas that are extremely important to health policy, including the study of professions and professional behavior, the structure of health care organizations and systems, the impact of organizational and professional change on the structure of medical work, organizational improvement programs and their evaluation, the diffusion of innovations across providers and organizations, and the behavior of patients and consumers—including consumer evaluations of health care quality and patient perspectives on the process and outcomes of care.

Research on these substantive topics will be necessarily interdisciplinary. In particular, students should develop a strong grounding in psychological and sociological theories of individual behavior and theories of institutions, organizations, and professions.

In order to pursue substantive studies in these areas, students must possess strong analytic skills and be capable of using a broad range of social science methods. Some of this training will be accomplished prior to admission, and some through completion of the Program's statistics requirements. In addition, students in this track will need to acquire a range of methodological skills that go beyond statistical analysis. We envision that many graduates will acquire strong data collection skills, including survey design and administration as well as more qualitative approaches to research, such as in-depth and cognitive interviewing. Additionally, students may require special quantitative skills such as methods for gathering and analyzing data on social networks or diffusion processes.

We anticipate that students graduating from this track will seek research positions in health services organizations, research positions in research organizations and institutes, faculty positions in schools of medicine, public health, or social science departments, or positions in government agencies.

Major content areas:

Health Care Organization; Professions; Consumer Behavior; Social Determinants of Health/Social Epidemiology

- REQUIRED COURSES
- FACULTY MEMBERS
- COURSE DESCRIPTIONS

REQUIRED COURSES

I. General Requirements (see general program requirements for specific courses)

Research Seminar (Third year course)

Epidemiology

Health Policy Core Seminar (2 semester course)

“*Interdisciplinary*” coursework in other tracks (4 courses total)

 Statistics/Evaluative Science (2 courses required)

 Economics (1 course required)

 Decision Sciences

 Ethics

 Management

 Political Analysis

II. Concentration substantive course requirements (7 courses)

Medical Sociology Seminar (SOC 390. Health and Social Structure)
Micro or Macro Organizational Behavior (1 course) [see page 2]
Research Methods (1 course) [see pages 2-3]
Medical Sociology Electives- or others with approval (4 courses) [see pages 7-27]

Micro- and Macro- Organizational Behavior courses that meet track requirement

GSAS

PSYC 2630: Social Behavior in Organizations: Seminar
SOC 224: Organizational Analysis: Seminar (Not offered 2008-2009)

GSE

A-602: Organizations, Leadership, and Change (Not offered 2008-2009)

MIT

15.311: Organizational Processes
15.341: Individuals, Groups, and Organizations
15.342J: Organizations and Environments

Research methods courses that meet track requirement

GSAS

GOV 1002: Advanced Quantitative Political Methodology
GOV 1008: Introduction to Geographical Information Systems
GOV 1009: Advanced Geographical Information Systems Workshop
GOV 2010: Strategies of Political Inquiry
PSYC 2100: Research Methodology (Not offered 2008-2009)
SOC 203a: Advanced Quantitative Research Methods
SOC 205: Sociological Research Design
SOC 275: Social Network Analysis Seminar (Not offered 2008-2009)
STAT 160: Survey Methods (Not offered 2008-2009)

GSE

EDU S-052: Applied Data Analysis
EDU S-085: Applied Research Design
EDU A-210: Evaluation of Programs and Policies

HBS

HBS 4070: Design of Field Research Methods

HSPH

BIO212: Survey Research Methods in Community Health
BIO226: Applied Longitudinal Analysis
BIO231: Statistical Inference I
EPI203: Study Design in Epi Research
EPI204: Analysis of Case-Control & Cohort Studies

EPI207: Advanced Epidemiologic Methods
EPI233: Research Synth & Meta-Analysis

EPI241: Measuring Health Status
EPI271: Propensity Score Analysis: Theoretical and Practical Considerations
EPI289: Models for Causal Inference
GHP534: Introduction to Spatial Methods for Public Health
HPM212: Program Evaluation in Health Policy (Not offered 2008-2009)
SHH231: Community Intervention Research Methods
SHH245: Social and Behavioral Research Methods Part I
SHH263: Multilevel Statistical Methods: Concept and Application
SHH281: Methods for Research on Social and Behavioral Dimensions of Public Health

KSG

API-207: Qualitative Methods in Policy Research
API-214: Public Opinion, Polling, and Public Policy

MIT

15.340J: Seminar in Social Science Research Methods

Note to Non-Medical Sociology Students: Courses listed on pages 4 and 5 satisfy the medical sociology distribution requirement for non-medical sociology students. In order for a course to count for a distribution requirement in the Harvard PhD in Health Policy Program, a student must take the equivalent of a one-semester course.

GSAS

African and African American Studies 197. Poverty, Race, and Health
African and African American Studies 199. Delimiting Health Disparities in the African Diaspora: A Laboratory for Social Engagement
Anthropology 1825. Health, Culture, and Community: Case Studies in Global Health
Anthropology 2736. Medical Anthropology of Contemporary Africa
Anthropology 2740. Culture and Mental Illness (Not offered 2008-2009)
Anthropology 2750. Local Biologies: Perspectives on the Interaction Between Culture and Biology
History 87a. Health, Disease, and Ecology in African History
History of Science 140. Disease and Society
History of Science 171. Narrative and Neurology
History of Science 177. Stories Under the Skin: The Mind-Body Connection in Modern Medicine (Not offered 2008-2009)
History of Science 240. The Body in Health and Disease: Seminar (Not offered 2008-2009)
History of Science 242. Caring and Curing (Not offered 2008-2009)
History of Science 243. The Making of Modern Medicine
Psychology 1572. Stress and Health: Concentration Seminar
Psychology 2500. Advanced Social Psychology (Not offered 2008-2009)
Psychology 2630. Social Behavior in Organizations: Seminar
Social Analysis 28. Culture, Illness, and Healing: An Introduction to Medical Anthropology
Sociology 160. Medicine, Health Policy and Bioethics in Comparative and Global Perspective
Sociology 162. Medical Sociology (Not offered 2008-2009)
Sociology 163. Science, Technology & Society
Sociology 165. Inequalities in Health Care
Sociology 190. Life and Death in the US: Medicine and Disease in Social Context
Sociology 224. Organizational Analysis: Seminar (Not offered 2008-2009)
Sociology 231. Neighborhood Effects and Community-Level Social Processes (Not offered 2008-2009)
Sociology 255. Social Stratification
Sociology 390. Health and Social Structure

HSPH

HPM516: Health Care: Quality Improvement
HPM525: Disparities in Health
HPM529. Principles of Suicide Prevention
ID236: Social Epidemiology
ID283: Epi Investigation of Social and Environmental Risks for Psychiatric Disorders
SHH201: Society and Health
SHH203: Communication in Health Care Settings (Not offered 2008-2009)
SHH207: Race, Ethnicity & Health: Perspectives from Social & Behavioral Sciences
SHH208: Adolescent Health
SHH210: Women, Health and Development: Reconciling Science and Policy
SHH215: History, Politics & Public Health: Theories of Disease Distribution
SHH219: High-Risk Behavior: Epi/Prevention Strategies
SHH220: Society and its Effects on Child Health
SHH221: Psychosocial Theories of Health and Health Behavior (Not offered 2008-2009)
SHH227: Psychosocial Aspects of Aging (Not offered 2008-2009)
SHH254: Social Disparities, Stress, and Health
SHH291: Policy Analysis Methods for Public Health
SHH293: Place, Migration and Health
SHH295: Health and Social Policy Doctoral Seminar

SHH298: Issues in Minority Health Policy
SHH299: The Science of Learning, Behavior, and Health
WGH200: Women, Gender, and Health
WGH210: Women, Gender and Health: Critical Issues in Mental Health (Not offered 2008-2009)

HMS

SM707.0: The Social History of Medicine
SM715.0: Seminar in Global Health Equity
SM720.0: Gender, Sexuality and the Politics of Health
SM750.0: Introduction to Social Medicine and Global Health

GSE

A-602. Organizations, Leadership, and Change (Not offered in 2008-2009)

MIT

15.311: Organizational Processes
15.341: Individuals, Groups, and Organizations
15.342J: Organizations and Environments

Faculty associated with the medical sociology track:

Nicholas Christakis, Chair, Professor of Medical Sociology, Harvard Medical School, and Professor of Sociology, Faculty of Arts and Sciences
Peter Marsden, Co-chair, Harvard College Professor and Professor of Sociology, Faculty of Arts and Sciences
Margarita Alegria, Professor at the Department of Psychiatry, Harvard Medical School
John Ayanian, Professor of Health Care Policy and Medicine, Harvard Medical School
Jason Beckfield, Assistant Professor of Sociology, Faculty of Arts and Sciences
Lisa Berkman, Thomas D. Cabot Professor of Public Policy and of Epidemiology, Harvard School of Public Health
Donald M. Berwick, Professor of Health Care Policy and Pediatrics, Harvard Medical School
David Blumenthal Samuel O. Thier Professor of Medicine and Professor of Health Care Policy, Harvard Medical School
Alex Cohen, Assistant Professor of Social Medicine, Harvard Medical School
Filiz Garip, Assistant Professor of Sociology, Faculty of Arts and Sciences
Mary-Jo Good, Professor of Social Medicine, Harvard Medical School
Steven Gortmaker, Professor of Health and Social Behavior, Harvard School of Public Health
David Grabowski, Associate Professor of Health Care Policy, Harvard Medical School
LeRoi Hicks, Assistant Professor of Medicine and Instructor in Health Care Policy, Harvard Medical School
Ichiro Kawachi, Professor of Social Epidemiology, Harvard School of Public Health
Nancy Keating, Associate Professor of Health Care Policy and Medicine, Harvard Medical School
Ronald Kessler, Professor of Health Care Policy, Harvard Medical School
Arthur M. Kleinman, Esther and Sidney Rabb Professor of Anthropology, Faculty of Arts and Sciences, and Professor of Psychiatry and Medical Anthropology, Harvard Medical School
Bruce Landon, Associate Professor of Health Care Policy and Medicine, Harvard Medical School
Thomas McGuire, Professor of Health Economics, Harvard Medical School
Mary Ruggie, Adjunct Professor of Public Policy, Harvard Kennedy School
Robert Sampson, Henry Ford II Professor of the Social Sciences, Department of Sociology, Faculty of Arts and Sciences
Stephen Soumerai, Professor of Ambulatory Care and Prevention, Harvard Medical School
David Stevenson, Assistant Professor of Health Care Policy, Harvard Medical School
S V Subramanian, Associate Professor of Society, Human Development, and Health, Harvard School of Public Health
David Williams, Florence Sprague Norman and Laura Smart Norman Professor of Public Health, Harvard School of Public Health

Medical Sociology Course Descriptions 2008-2009

The following includes course descriptions of: (1) the required Medical Sociology Seminar (Sociology 390), (2) courses that meet the Micro- and Macro- Organizational Behavior requirement, and (3) courses that meet the Medical Sociology elective requirement. Medical Sociology students must take the equivalent of four one-semester elective courses. Any substitutions must be approved by the concentration chair.

Note:

* Indicates instructor permission required for GSAS classes.

**Economic courses listed cannot fulfill the economic distribution requirement. The economic courses listed can serve as medical sociology electives for medical sociology students only. Economic courses at the 2000-level usually require the student to have had multivariable calculus, linear algebra, graduate economic theory, and graduate econometrics.

[] Indicates course not offered 2008-2009.

GRADUATE SCHOOL OF ARTS AND SCIENCES

African and African American Studies 197. Poverty, Race, and Health

Catalog Number: 5172

David Williams

Half course (spring term). M., 4–6. EXAM GROUP: 9

This course critically examines the health status of the poor, and of African Americans and other socially disadvantaged racial and ethnic groups in the US. Attention will be focused on the patterned ways in which the health of these groups is embedded in the social, cultural, political, and economic contexts and arrangements of US society. Topics covered include the meaning and measurement of race, the ways in which racism affects health, the historic uses of minorities in medical research, how acculturation and migration affects health, and an examination of the specific health problems that disproportionately affect nondominant racial groups.

African and African American Studies 199. Delimiting Health Disparities in the African Diaspora: A Laboratory for Social Engagement - (New Course)

Catalog Number: 9887 Enrollment: Limited to 18.

Duana Fullwiley

Half course (fall term). Tu., 1–3, Th., at 2. EXAM GROUP: 15, 16

This course maps health problems that differentially affect people of African descent. Students are introduced to theoretical approaches in the history of medicine, medical anthropology, and public health. The second half of the course will be spent conducting fieldwork in Boston-area African communities.

Note: Students planning to take this class must attend the first lecture to apply.

Anthropology 1825. Health, Culture and Community: Case Studies in Global Health

Catalog Number: 9587 Enrollment: Limited to 120.

Jim Yong Kim (Public Health), Paul Farmer (Public Health), and Arthur Kleinman

Half course (fall term). Tu., Th., 10–11:30. EXAM GROUP: 12, 13

Examines, through lectures and case-based discussions, a collection of global health problems rooted in rapidly changing social structures that transcend national and other administrative boundaries. Students will explore case studies (addressing AIDS, tuberculosis, mental illness, and other topics) and a diverse literature (including epidemiology, anthropology, history, and clinical medicine), focusing on how a broad biosocial analysis might improve the delivery of services designed to lessen the burden of disease, especially among those living in poverty.

Anthropology 2736. Medical Anthropology of Contemporary Africa - (New Course)

Catalog Number: 1570

Duana Fullwiley

Half course (spring term). Th., 2–4. EXAM GROUP: 16, 17

This course will examine the health effects of larger problems facing Africa today, including military and humanitarian HIV/AIDS interventions, genetic studies and offshore clinical trials, ethnic and state violence, economic crisis, resource extraction and migration.

[Anthropology 2740. Culture and Mental Illness]

Catalog Number: 6013

Byron J. Good (Medical School)

Half course (fall term). Hours to be arranged.

Reviews the figure of mental illness in Western thought, then focuses on cross-cultural studies of psychopathology: culture and diagnosis; cultural influences on depression, schizophrenia, and dissociation; madness in non-European healing systems; transnational aspects of psychiatry.

Note: Expected to be given in 2009–10.

Anthropology 2750. Local Biologies: Perspectives on the Interaction Between Culture and Biology

Catalog Number: 8267

Arthur Kleinman

Half course (spring term). W., 1–3. EXAM GROUP: 6, 7

Reviews the variety of anthropological perspectives on the interactions between culture and biology. Topics include mind-brain-society interaction in pain; cross-cultural studies of menopause; sociosomatics of depression; the new genetics and eugenics; research on stress and trauma.

Note: Open to advanced undergraduates with permission of instructor.

****[Economics 1389. The Economics of Health and Development]**

Catalog Number: 1900

Half course (spring term). Hours to be arranged.

Examines health issues in developing countries from the standpoint of economics, with focus on applied microeconomic research and econometric methods. Specific topics include private and social returns to health, the effect of health on growth and development, gender differences in health, structural problems in delivery, health finance, technology adoption and behavioral change, infant mortality, worms, AIDS, malaria, and the long-run impact of disease. For each topic, special attention is paid to the identifying causal effects that inform the design of public policies, and contrast the lessons learnt from this approach to those obtained from observational studies.

Note: Expected to be given in 2009–10. Offered jointly with the Kennedy School as PED-318.

Prerequisite: Economics 1010a (or 1011a) and 1123 (or 1126).

****[Economics 1816. Race in America]**

Catalog Number: 2483

Half course (fall term). Hours to be arranged.

Examines the causes and consequences of racial inequality in America and evaluates the efficacy of various market and non-market solutions. Topics include: the racial achievement gap in education, the impact of crack cocaine on inner cities, racial differences in health, crime and punishment, labor market discrimination, social interactions and the effects of peer groups, affirmative action, and more.

Note: Expected to be given in 2009–10.

Prerequisite: Social Analysis 10.

****Economics 2030. Psychology and Economics**

Catalog Number: 3828

Sendhil Mullainathan, David I. Laibson, and Andrei Shleifer

Half course (fall term). W., 1–3. EXAM GROUP: 6, 7

Explores economic and psychological models of human behavior. Theoretical topics include bounded rationality, intertemporal choice, decision making under uncertainty, inference, choice heuristics, and social preferences. Economic applications include asset pricing, corporate finance, macroeconomics, labor, development, and industrial organization.

Note: Primarily for graduate students but open to undergraduates.

Prerequisite: Knowledge of multivariable calculus and econometrics.

****Economics 2058. Networks and Social Capital**

Catalog Number: 2872

Markus M. Möbius

Half course (spring term). Tu., 5:30–8:30 p.m. EXAM GROUP: 18

Provides a rigorous theoretical introduction into network models. Discusses the emerging empirical literature on economic and social networks. Topics include the role of networks in technological progress, buyer-supplier networks, and social capital.

****Economics 2330. History and Human Capital - (New Course)**

Catalog Number: 2588

Claudia Goldin and Lawrence F. Katz

Half course (spring term). M., W., 2:30–4. EXAM GROUP: 7, 8

Explores a range of subjects concerning human capital, historically and comparatively. Topics include fertility, mortality, health, immigration, women's work, child labor, retirement, education, inequality, slavery, unionization, and governmental regulation of labor, all within the broader context of economic history.

Note: Satisfies the graduate distribution requirement. Open to undergraduates on a limited basis with permission of instructor.

****Economics 2811. Social Economics**

Catalog Number: 5188

Roland G. Fryer

Half course (spring term). Th., 4–7 p.m. EXAM GROUP: 18

Applies the tools of economics to explore social issues including crime, discrimination, racial and gender differences, poverty, family structure, urban problems, social interactions and peer effects, and intergenerational mobility.

History 87a (formerly *History 1912). Health, Disease, and Ecology in African History

Catalog Number: 5905 Enrollment: Limited to 15.

Emmanuel K. Akyeampong

Half course (spring term). W., 2–4. EXAM GROUP: 7, 8

Examines the history of disease and health in sub-Saharan Africa from the 19th century to recent times, exploring African and western concepts of health, disease and healing. Illustration through discussion of case studies of individual diseases, including malaria/sickle cell trait, trypanosomiasis, tuberculosis, sexually transmitted diseases, alcoholism, AIDS, and onchocerciasis, and the public health policies affecting them.

Prerequisite: Senior level undergraduates.

History of Science 140. Disease and Society

Catalog Number: 4471

Charles E. Rosenberg

Half course (fall term). M., W., (F.), at 12. EXAM GROUP: 5

A consideration of changing conceptions of disease during the past two centuries. We will discuss general intellectual trends as well as relevant cultural and institutional variables by focusing in good measure on case studies of particular ills, ranging from cholera to sickle cell anemia to anorexia and alcoholism.

History of Science 160. Intellectual Property in Science

Catalog Number: 8570

Mario Biagioli

Half course (spring term). Tu., 2–4. EXAM GROUP: 16, 17

We examine different forms of credit for scientific and technological innovation, comparing publication credit in science and use of patents to protect technoscientific work. Readings range from history of technoscience to legal and literary studies.

History of Science 171. Narrative and Neurology

Catalog Number: 3222

Anne Harrington

Half course (spring term). Th., 2–4. EXAM GROUP: 16, 17

An exploration of the complex relationship between the making of brain science and the human stories/experiences of brain damaged people. Topics include iconic cases of brain damage like Phineas Gage and H.M (and who speaks for them), the emergence and historical function of neurological case histories, the study of brain-damaged soldiers in WWI, the "neurological novels" of Alexandr Luria, the popular writings of Oliver Sacks, the brain-injured patient as author, and internet-based writings celebrating "neurodiversity."

[History of Science 177. Stories Under the Skin: The Mind-Body Connection in Modern Medicine]

Catalog Number: 4338

Anne Harrington

Half course (fall term). M., W., at 11.

An analysis of the making of modern mind-body medicine as a system of interacting (and partly conflicting) narratives. Why do we believe that certain illnesses have roots in childhood traumas? That the stress of modern life can kill? That positive attitude can heal? That the "East" possesses secrets of mind-body balance that the West has lost? Analytic emphasis on the relationship between scientific research, clinical practice, popular culture, and experiences of illness and recovery.

Note: Expected to be given in 2009–10.

[History of Science 240. The Body in Health and Disease: Seminar]

Catalog Number: 6821

Charles E. Rosenberg

Half course (spring term). Hours to be arranged.

"Sickness" and "health," notions of inappropriate and appropriate behavior, are determined by conceptions of the body and its proper management. Discussion will focus first upon secondary studies and subsequently upon students' research.

Note: Expected to be given in 2009–10.

[History of Science 242. Caring and Curing: Seminar]

Catalog Number: 6304

Charles E. Rosenberg

Half course (fall term). Th., 2–4. EXAM GROUP: 16, 17

The body and its management in health and disease. Discussions of representative texts, underlining historiographical and substantive issues in the history of medicine, followed by student progress reports and drafts.

Note: Expected to be given in 2009–10.

History of Science 243. The Making of Modern Medicine: Seminar

Catalog Number: 5572

Charles E. Rosenberg

Half course (spring term). W., 4–6. EXAM GROUP: 9

Focus on key works in the history of medicine, illustrating historiographical trends in the past half-century as well as the substantive aspects of the field that have attracted the historical concern.

[History of Science 244. Research in the History of Medical Ethics: Seminar]

Catalog Number: 6301

Allan M. Brandt

Half course (spring term). Hours to be arranged.

Course provides a framework for the historical examination of debates concerning medical ethics, and seeks to identify social, cultural, political, and economic forces that have shaped value conflicts in clinical medicine and health policy. Students are expected to write a research paper utilizing primary and archival source materials.

[*Psychology 1151. Cognitive Evolution: Theory and Practice]

Catalog Number: 8617 Enrollment: Limited to 20.

Marc D. Hauser

Half course (fall term). Hours to be arranged. Includes 10-12 hours of lab work per week.

Focuses on theoretical and practical matters concerned with the evolution of the human mind. We take a multi-disciplinary approach that includes evolutionary theory, neurobiology, cognitive science, animal behavior, developmental biology, linguistics, economics, anthropology, and philosophy. We address such issues as the nature of non-linguistic representation; evolution of cooperation, language, and morality; how mathematical quantification, navigation, and communication evolved; and whether the mind has an optimal design. Includes experiments with human adults, children, monkeys, and birds.

***Psychology 1572. Stress and Health: Concentration Seminar**

Catalog Number: 0059 Enrollment: Limited to 20. Limited to undergraduates.

Wendy Mendes

Half course (fall term). W., 1-3. EXAM GROUP: 6, 7

This seminar will explore issues at the intersection of psychology and medicine, specifically how psychological states, such as stress, motivation, and emotion affect functioning of biological systems including mental and physical health and the etiology and progression of disease states.

Note: Limited to undergraduates.

Prerequisite: Psychology 1; plus at least one of the following courses: Psychology 13, Psychology 15, Psychology 16, Psychology 18, or MCB-80.

[Psychology 2500. Advanced Social Psychology]

Catalog Number: 5094

Jason P. Mitchell

Half course (fall term). Hours to be arranged.

Advanced survey of classic and current research and theory in social psychology, including self, social cognition, attitudes, social influence, altruism and aggression, prejudice and discrimination, close relationships, and group dynamics.

Note: Expected to be given in 2009-10. For doctoral students only.

Psychology 2630. Social Behavior in Organizations: Seminar

Catalog Number: 0991

J. Richard Hackman

Half course (fall term). Th., 11:30-1. EXAM GROUP: 13, 14

Topics include how groups and organizations affect individual members and vice versa; interpersonal and group processes; work team effectiveness; power, political, and intergroup dynamics; group and organizational leadership.

Note: Limited to doctoral students. Students are expected to attend the lectures of Psychology 1501.

***Psychology 3610. Leadership and Group Behavior: Research Seminar**

Catalog Number: 5748

J. Richard Hackman 1504

Half course (fall term; repeated spring term). Fall: W., 12-2.

Workshop on theory and methods that are relevant to the conduct of empirical research on purposive groups. Participation is restricted to students who are conducting such research.

Social Analysis 28. Culture, Illness, and Healing: An Introduction to Medical Anthropology

Catalog Number: 4247

Arthur Kleinman

Half course (spring term). Tu., Th., at 10, and a weekly section to be arranged. EXAM GROUP: 12

An inquiry into the role of health and medicine in society that demonstrates how anthropological analysis can be applied to the study of illness and care. Compares medical systems across societies to understand the experience and treatment of sickness. Analyzes how practitioners and patients construe sickness and suffering as distinctive social realities, and how those realities are organized in local cultural systems. Assesses varieties of suffering as social phenomena in order to appreciate the social sources of global social problems, the cross-cultural variety of illness experiences, the reform of services, and the global moral and political-economic crisis in health care.

Sociology 160. Medicine, Health Policy and Bioethics in Comparative and Global Perspective

Catalog Number: 3456

Mary-Jo Del Vecchio Good (Medical School)

Half course (spring term). W., 1–3. EXAM GROUP: 6, 7

Complements Sociology 162. Examines the culture and political economy of biomedicine and health care institutions in the US and internationally. Analysis of current debates on medical education and the new professionalism; clinical narratives, the medical imaginary and the biotechnical embrace; cultural diversity, disparities and inequalities in medical and mental health care; medical error and quality of care; just use of societal resources; and bioethical dilemmas in clinical practice, medical missions and interventions, and international research and health policies.

[Sociology 162. Medical Sociology]

Catalog Number: 5801

Mary-Jo Del Vecchio Good (Medical School)

Half course (fall term). Hours to be arranged.

Explores current topics in medical sociology organized around the theme of global and local environments of risk and trust in medicine and health care. Examines how medical education, knowledge, practice, research, technology, and health policies are culturally shaped and institutionally organized. Analyzes the culture and political economy of American medicine through comparative and global perspectives, utilizing country specific illustrations and global health examples.

Note: Expected to be given in 2009–10.

Sociology 163. Science, Technology & Society - (New Course)

Catalog Number: 9293

Claude Rosental

Half course (spring term). Hours to be arranged.

Introduces students to the concrete ways in which scientific knowledge and technologies are produced and managed, and to the structures of the relationship between science, technology and society at large. Examines how scientific work and the production of innovations are socially organized. Focuses on the roles of various elements such as institutions, norms, competitive and cooperative practices, material and cognitive cultures, or information technologies. Assumes no prior scientific or technical knowledge.

Sociology 165. Inequalities in Health Care

Catalog Number: 8272

Mary Ruggie (Kennedy School)

Half course (fall term). M., W., (F.), at 3. EXAM GROUP: 8

Asks why certain social groups are at greater risk for more severe health problems (eg., infant mortality, HIV/AIDS, cancer) and yet receive unequal health care in the US. Examines selected health disparities around the world and what best practices foster adequate delivery of healthcare services, mutual respect between patient and provider, and healthy living.

Sociology 190. Life and Death in the US: Medicine and Disease in Social Context

Catalog Number: 0021

Nicholas A. Christakis (Medical School, FAS)

Half course (spring term). M., W., at 3. EXAM GROUP: 8

Explores how biological and social factors jointly conspire to determine the health of individuals and populations. Examines how medical care, social networks, and socioeconomic inequality influence illness, recovery, and death.

***Sociology 204. Sociological Theory: Seminar**

Catalog Number: 6189

Michèle Lamont

Half course (fall term). M., 10–12. EXAM GROUP: 3, 4

Introduction to the ideas of and socio-intellectual contexts that were formative for Tocqueville, Durkheim, Marx, Weber, Simmel, and Mead. Consideration of their significance for contemporary sociological theory.

Note: Required of and limited to first-year graduate students in Sociology.

[*Sociology 208. Contemporary Theory and Research: Seminar]

Catalog Number: 6080

Mary C. Brinton

Half course (spring term). W., 10–12. EXAM GROUP: 3, 4

Develops tools for the construction of sociological theory. Compares major contemporary sociological theories and their applications. Emphasis is placed on adjudicating among competing explanations based on evidence and critical assessment of a theory's logic.

Note: Expected to be given in 2009–10. Required of and limited to second-year graduate students in Sociology.

[Sociology 224. Organizational Analysis: Seminar]

Catalog Number: 8202

Half course (spring term). Hours to be arranged.

Reviews classical and contemporary theories of organizations, including ecological, institutional, resource dependence, transaction-cost, agency theory, learning theory, and organizational culture. Examines phenomena at multiple levels from the establishment to the organizational network or field.

Note: Expected to be given in 2009–10.

[Sociology 231. Neighborhood Effects and Community-Level Social Processes]

Catalog Number: 6611

Robert J. Sampson

Half course (spring term). Hours to be arranged.

Examines contemporary research on the role of neighborhoods in modern city life. Topics include segregation and neighborhood social isolation; social networks and trust; spatial forms of racial inequality; and the role of institutions in generating collective action.

Note: Expected to be given in 2009–10.

Sociology 255: Social Stratification: Seminar

Catalog Number: 3839

Jason Beckfield

Half course (fall term). Th., 3–5. EXAM GROUP: 17, 18

Examines theoretical and empirical approaches to understanding the sources, structure and consequences of persistent social inequalities.

Sociology 390. Health and Social Structure

Catalog Number: 6282

Nicholas A. Christakis (Medical School) 4459

Full course (indivisible). Th., 1–3.

Considers advanced topics in how supra-individual factors, such as social networks, neighborhoods, and health care organizations, contribute to individual health and longevity. Students undertake a substantial piece of original

research.

HARVARD BUSINESS SCHOOL

HBS 4420 / Psychology 2650 . Behavioral Approaches to Decision Making and Negotiation

Max H. Bazerman

Half course - spring term. Monday 3:00 - 6:00

Harvard Business School, Cumnock 230

This course will provide a research overview of the field of behavioral decision making and decision analytic perspectives to negotiation. A core focus of the course will be the individual as a less than perfect decision maker in individual and competitive contexts. On the decision making side, we will start with March and Simon's (1958) work on bounded rationality, work through the groundbreaking research of Kahneman and Tversky, and update this line of inquiry through the turn of the millennium. On the negotiation side, we will start with Raiffa's (1982) critical work on the interaction of prescriptive and descriptive research on negotiation, continue through the development of a behavioral decision perspective to negotiation, and examine how the field is currently evolving. We will examine the implications of imperfect behavior for theoretical development, as well as for how to train individuals to make wiser decisions.

This course will involve students in an intensive, thorough survey of the intersection of analytic and behavioral perspectives to decision making and negotiation. Each class, we will cover an area in depth, explicate some major perspectives in the field, review a select set of readings, and discuss some of the critical issues that have been raised with regard to theory and experimentation.

The following is a partial list of course objectives:

- 1) obtain exposure to selective aspects of the decision making and negotiation literature
- 2) gain an understanding of central concepts in decision making and negotiation
- 3) develop expertise in a domain of interest
- 4) explore new research ideas
- 5) improve your scholarly writing skills
- 6) gain experience reviewing papers
- 7) gain experience revising manuscripts

Note: Open to juniors and seniors in psychology and economics who are writing, or plan to write, a senior thesis.

HARVARD KENNEDY SCHOOL

HLE-201: Poverty and Social Policy

Fall; MW 10:10-11:30

Kathryn Edin

Examines the causes and consequences of poverty and explores strategies for addressing it. Begins with the major theoretical explanations scholars have advanced to explain the persistence of poverty including family structure, urban labor markets, residential segregation, welfare policy, and cultural factors. The focus then shifts to the consequences of poverty, especially for children. Next, students are introduced to historic policy approaches to alleviating poverty. Concludes with a discussion of current antipoverty policy in the United States including EITC, TANF, Medicaid/CHIP, child care, child support, work and training, housing, and the Healthy Marriage Initiative.

HARVARD SCHOOL OF PUBLIC HEALTH

EPI504 Epi of Disorders and Diseases of Childhood and Young Adulthood

Spring 2

Dr. A. Field

2.5 Credits

Course offered 2008-2009; offered alternate years.

Lectures, seminars, case studies. Two 2-hour sessions each week.

This course reviews current evidence on the burden, causes, and consequences of the major disorders, diseases, and injuries during childhood, adolescence, and young adulthood. Topics include autism spectrum disorders, attention deficit hyperactivity disorder, asthma, allergies, trauma, orthopedic injuries and condition, depression, anxiety,

eating disorders, obesity, sexually, transmitted infections, reproductive disorders, and early life determinations of adult disease. The course also reviews the impact of cognitive and physical development on epidemiologic methods and provides students with skills to critically analyze studies in pediatric epidemiology.

GHP265 Ethical Issues in International Health Research

Spring 2

Dr. R. Cash, Dr. D. Wikler

2.5 credits

Seminar. One 3-hour session each week.

This course is designed to expose students to the key ethical issues that may be encountered in the course of conducting international health research. Using case presentations and discussion-based class sessions, students will have the opportunity to begin developing their own tools for dealing with these important issues in an applied context.

GHP532 Introduction to Global Health Care Delivery

Winter Session

Dr. J. Kim, Dr. Joseph Rhatigan

2.5 credits

January 2009: Dates to be confirmed.

Lectures, case studies, laboratories. Eight 2-hour sessions each week.

This course will engage students in analysis of case studies that describe interventions to improve health care delivery in resource-poor settings. Class room discussion of these case studies will help illuminate principles and frameworks for the design of efficient and effective global health interventions. Through a focus on HIV, tuberculosis, and polio, these cases will allow students to carefully consider the question of how epidemiology, pathophysiology, culture, economics, and politics inform the design of interventions.

HPM213 Public Health Law

Spring 2

M. Mello

2.5 credits

Seminars. Two 2-hour sessions each week.

This course examines the many ways in which the law impacts the public health. Among the questions explored are: What authority does the government have to regulate in the interest of public health? How are individual rights balanced against this authority? What are the promises and pitfalls of using laws and litigation to achieve public health goals? The course investigates these issues as they operate a range of specific contexts in public health and medical care, including the control and prevention of HIV/AIDS and other communicable diseases, tobacco regulation, rights to have and refuse medical care, reproductive health, and lawsuits against tobacco and gun companies. The course emphasizes constitutional law, but also touches on criminal law, tort law and intellectual property law. Instruction is through interactive lectures with a significant amount of class discussion. Most classes will revolve around two to three legal cases. The previous year's syllabus is available on the course website.

Course Note: No previous background in law is needed.

HPM231 Competitive Strategy

Spring 1

Dr. N. Kane

2.5 credits

Case studies. Two 2-hour sessions each week.

Focuses on the conceptual framework needed to plan for the long-term viability of health care (and other) organizations. Using selected readings and case studies of health care organizations, students will learn to appreciate key strategic concepts such as environmental analyses, strategic planning, and balanced scorecards, primarily through practice in analysis. The objective is to provide students with the conceptual tools and the practical skills to

enable them to formulate, evaluate, and implement organizational strategy.

Course Note: No auditors.

HPM516 Health Care:Quality Improvement

Spring 2

Dr. L. Leape, Dr. E. Schneider

2.5 credits

Seminar. Two 2-hour sessions each week.

This course explores the theories and methods of quality improvement with a focus on strategies for changing the practices of physicians and organizations. Topics include rapid cycle change, overuse, underuse and misuse of health care services, traditional quality improvement techniques such as regulation, credentialing, education, and new techniques including continuous quality improvement, organizational learning, systems design, managed care, practice guidelines, information systems, performance reports, and mediation.

Course Note: The instructors will emphasize and expect active participation in class discussions.

HPM520 Organizing Consumer and Community Interests in the Health System

Fall 2

Ms. S. Sherry

2.5 credits

Seminar. Two 2-hour sessions each week.

Using the framework of community organizing, the course examines the elements of building and sustaining constituency involvement in health care. This course focuses on organizing consumer and community interests in the health system with particular emphasis on effective interventions by and for the traditionally disenfranchised. Analysis of health policy and politics is used to identify strategic opportunities and challenges for consumer intervention. The course emphasizes the practical applications of organizing and policy analysis to influence health policy particularly at the institutional, local and state levels. Extensive use of recent case examples ground the class in the current issues faced by community groups and other health interests in a rapidly changing health system.

Course note: Enrollment limited to 25 students.

HPM525 Disparities in Health

Spring 2

Dr. D. Prothrow-Stith, Dr. B. Gibbs

2.5 credits

Lecture, case studies, seminars. One 2.5-hour session each week

This course explores strategies to reduce/eliminate racial and ethnic health disparities (REHD), which have been a part of the health system in the United States since its origins. Several national reports document the existence of REHD and impart a call to action with specific strategy and policy recommendations. The U.S. Department of Health and Human Services' publication, Healthy People 2010, sets measurable goals for reducing REHD. Over the years, since its publication there has been considerable national and local attention to the problem. Despite better and more consistent measurement of disparities, the public health system is far from on track to meet the 2010 goals. Current initiatives, too often, rely upon episodic interventions, isolated research activities or brief encounters with health providers. Problems with racial and ethnic disparities in health and health care persist and often are exacerbated by other social determinants of health. Strategies to reduce disparities include provider education, structural changes in health care systems, community organizing, culturally and linguistically appropriate services (CLAS), community-based participatory research (CBPR), public policy, environmental changes and more recently litigation.

The initial lectures in this course will explore the concepts of race and ethnicity, focus on historical and structural factors affecting health disparities, highlight contemporary data, and provide a general description of the current status of racial and ethnic health disparities in the United States. The majority of the class time will focus on strategies and interventions. Students will investigate existing strategies for addressing the leading causes of morbidity and mortality that differentially impact minority and disadvantaged communities. Students will review

and critique current and past REHD reduction strategies. Social justice movements in the United States (civil rights movement, environmental justice movement, etc.) will serve as models for the type of wide-spread, multi-level change that is necessary to address REHD.

This course will feature community-based strategies and solutions, promising public health and health care systems approaches and interventions, and public policy efforts. Students who successfully complete this course can expect to gain: 1) skills to assess REHD elimination strategies, 2) awareness of the limitations inherent in REHD strategies that focus on the clinical context, 3) practice-based knowledge of strategies designed to eliminate REHD, and 4) skills to recognize and manage personal and institutional bias affecting REHD.

Course Activities: Lectures, discussions, case studies, presentations, and experiential formats.

HPM529 Principles of Suicide Prevention

Spring 2

Dr. M. Miller

2.5 credits

Seminars. One 3-hour session each week

On an average day in the United States 85 people die by suicide; over half use guns. In 2005, the latest year for which data are available, 32,637 Americans took their own lives and more than half a million received emergency treatment after attempting suicide. For Americans 40 years of age and younger, suicide is the second leading cause of death.

The search for the causes of suicide has historically focused on identifying mental illnesses that are disproportionately common among suicide decedents. In the three decades since diagnostic psychiatry displaced dynamic psychiatry, hundreds of epidemiologic studies have found strong and consistent evidence that discrete diagnoses of mental illness (e.g., major depression) are associated with an increased risk of suicide. These studies have not, however, explained why some populations have higher suicide rates than others, why male suicide rates are so much higher than female suicide rates in the United States and most other developed countries but not in China, Cuba or Sri Lanka, or why rates of suicide are twice as high for white Americans compared to African Americans, children in the United States compared to children in other Western countries, and members of the baby-boomer cohort compared to members of the cohort born during the Great Depression. These questions, about the distribution and frequency of suicide within and between populations are the kind of questions that a public health approach believes are vital to understanding and preventing suicide -and tries to answer. These are the type of questions that this course will begin to address.

The class will make use of close readings of the empirical literature, interactive class discussion, and examination of a large data set of suicides to illustrate the magnitude and scope of suicide as a public health problem, the evidentiary basis (or lack thereof) for existing prevention strategies, and the social and cultural impediments to more effective interventions.

Instruction is through interactive lectures with a significant amount of class discussion.

HPM531 Information Technology and Chronic Disease Management

Spring 2

Dr. J. Nobel

2.50 credits

Course not offered 2007-2008.

Lectures, seminars, case studies. One 4-hour session each week.

This very practical course will examine breakdowns in current preventive and chronic care delivery models. Using a combination of Case Study and Field Experience models, it examines diabetes as a particular example of an important chronic disease in which we fail to achieve acceptable preventive or therapeutic goals. The course evaluates the diabetes challenge from the perspective of all the major stakeholders involved including consumer/patients, providers, payers, and purchasers, as well as the opportunities for more effective programs to be designed, implemented and evaluated. New models of care delivery, based on the availability of emerging information management technologies such as interactive patient-directed websites, remote physiologic monitoring

in the home and the use of new telecommunication platforms like hand-held devices, will be reviewed and explored in the context of organizational, sociologic and economic constraints.

The goal of the course will be to prepare students to address not only the diabetes challenge, but the better management of other chronic diseases. This will be achieved through a combination of classroom work and field experiences, drawing on the expertise of both local and national diabetes and technology experts to provide "state of the art" domain expertise and perspective.

Course note: No auditors.

[HPM537 Law and Public Health]

Spring

Dr. M. Mello

5.0 Credits.

Not Offered 2008-2009

Lectures. Two 1.5-hour sessions each week.

This course is an expanded version of HPM213: Public Health Law. It explores the same general questions: What is the scope of the government's authority to regulate in the interest of public health? How are individual rights balanced against this authority? What are the strengths and weaknesses of legislation, administrative regulation, and litigation as means to achieve public health goals? In what ways does the law obstruct the achievement of public health goals? How has public health law been influenced by the broader political environment? The core legal concepts are explored in greater depth in this semester-long course, and a larger number of specific applications in public health (e.g., human subjects research, pharmaceutical regulation, firearm laws and injury prevention) are covered. The class is taught at Harvard Law School. Some previous exposure to Constitutional law is helpful but not required.

Course Note: HSPH students must register for HSPH Course. Students may not take this course if you have previously taken HPM213.

ID236 Social Epidemiology

Spring 1

Departments of Society, Human Development, and Health and the Department of Epidemiology

Dr. D. Williams

2.5 credits

Course offered 2007-2008; offered alternate years.

Lectures, seminars. One 3-hour session each week.

The course will focus on understanding the social determinants of health. Readings and discussion center on understanding the theories, measurement and empirical evidence related to specific social conditions and experiences such as socioeconomic position, discrimination, social networks and support, work conditions, ecological level neighborhood and community social conditions, and social and economic policies. Biological and psychological mechanisms by which social conditions influence health will be discussed. The course builds on a basic understanding of society and health and of epidemiology. Students will be required to present in class and evaluate methods and measures.

Course Activities: Assigned readings; class presentations and discussions; term paper.

Course Note: Enrollment limited to 20 students; SHH 201, EPI 200 or EPI 201 and EPI 202 required; no auditors.

ID283 Epi Investigation of Soc & Env. Risks for Psychiatric Disorders

Spring 2

Department of Epidemiology and Department of Society, Human Development, and Health

Dr. S. Gilman

2.5 Credits

Lectures, seminars, case studies. Two 2-hour sessions each week

Reviews the major social and environmental risks for psychiatric disorders of children, youth, and adults. Lectures will address current theories of social risks for and prevention of psychiatric illness, and the mechanisms linking

social risks with psychiatric disorders across settings and over the life course. Topics include prenatal complications, childhood trauma, social networks, culture, social class, and community influences. Major epidemiologic studies of these topics are presented. Students will have the opportunity to design and conduct an original investigation of a social risk factor for psychiatric illness through a secondary data analysis of several psychiatric community studies. This course is in the psychiatric epidemiology track.

ID521 Developmental Epidemiology of Adult Psychiatric Disorders

Fall 1

Dr. K. Koenen

2.5 credits

Lectures, seminars. One 3-hour session each week.

The goal of this course is to provide students with a working knowledge of the epidemiologic and clinical aspects of adult psychiatric disorders. A range of studies from early classics to recent work on the prevalence, risk factors and distribution of major mental disorders will be covered. Emphasis will be on evidence for the developmental origins of adult disorders and on how a developmental perspective informs research on etiology, treatment and prevention. Special attention is paid to the unique methodological and analytic issues highlighted in psychiatric epidemiologic research. Students will consider implications for public health programs and interventions.

The course was formerly EPI217, Epidemiology of Adult Psychiatric Disorders. It is an introductory course in the psychiatric epidemiology track and is appropriate for all students interested in mental health research.

Course activities: Class discussion, class presentations, short written assignments including short grant proposal.

Course note: Background in introductory statistics and understanding of basic epidemiologic research methods recommended; EPI200 or EPI201 and BIO200, BIO201 or BIO205 recommended (concurrent enrollment permitted) or permission of the instructor.

SHH201 Society and Health

Fall 1

Dr. I. Kawachi

2.5 credits

Lectures and case studies. Two 2-hour sessions and one 1-hour required lab each week.

Analyzes major social variables that affect population health: poverty, social class, gender, race, family, community, work, behavioral risks, and coping resources. Examines health consequences of social and economic policies, and the potential role of specific social interventions. Reviews empirical and theoretical literature on mechanisms and processes that mediate between social factors and their health effects, and discusses alternative models for advancing public health.

Course Activities: Short written assignments, class discussion, final examination.

[SHH203 Communication in Health Care Settings]

Fall 2

Dr. A. Gurmankin-Levy

2.5 credits

Course not offered 2008-2009.

Seminars. Two 2-hour sessions each week.

This course will focus on theory and practice of health communication in the clinical encounter: doctor-patient communication, patient education, adherence to medical regimen, cognition and behavioral skills in chronic disease co-management, informed consent, and psychoeducational preparation for surgery.

Course Activities: Brief papers on readings, class discussions, role play, one presentation, one optional paper for extra credit.

Course Note: Clinician or social sciences background recommended; enrollment limited to 18 students; signature of instructor required.

SHH207 Race, Ethnicity & Health: Perspectives from Soc & Behav Sciences

Spring 1

Dr. G. Bennett

2.5 credits

Seminars, lectures. One 3-hour session each week.

Health outcomes in the U.S. vary dramatically as a function of race and ethnicity. The purpose of this course is to address the possible pathways by which such disparities in health status arise at different stages in the life cycle. The course will highlight research that explores this issue from social, behavioral and psychological perspectives, as well as ideas about the meaning of race and ethnicity in American society. Students will be asked to develop their own research ideas that might help illuminate the nature of specific health disparities.

Course Activities: Lectures, class presentations, discussion.

Course Note: Enrollment limited to 30 students; signature of instructor required; no auditors.

SHH208 Adolescent Health

Fall 2

Dr. M. Rich, Dr. P. Burke

2.5 credits

Lectures, seminars, case studies. Two 2-hour sessions each week.

Adolescent health risk behaviors, prevention and intervention programs will be examined in relation to adolescent physical, psychosocial, and cognitive development. Topics will include theories of behavioral change, access to health care, guidelines for preventive services, outcomes research, health policy, and alternative sites for care. Risk behaviors, including injury, violence, suicide, substance use and sexuality will be explored. Focus will be primarily domestic, with examples of federal, state, and community-based adolescent health initiatives.

Course Activities: Class discussions, classroom role playing, writing memoranda.

Course Note: Enrollment limited to 24 students; instructor's signature required; no auditors.

SHH210 Women, Health and Development: Reconciling Science and Policy

Spring

Ms. N. Swenson

2.5 credits

Seminars. One 2-hour session each week.

Many state, local, and national governments now have Women's Health programs. The course surveys selected contemporary women and health issues in a global and historical context. Because women - and their children - worldwide are the majority of the poor, we will focus on a common framework: the impact of economic development alongside the impact of laws, customs, and medical systems that affect the human development and health of women and their families. We also analyze key roles women play in caregiving and in health and medical care services. Through written and oral testimonies, and policy letters, students will be able to develop advocacy and policy analysis skills, using epidemiological review, gender analysis, media monitoring, and an introduction to Evidence Based Medicine in medical technologies for healthy women. A critical framework derived from a variety of social science disciplines, and including human rights research, also illuminates the worldwide activism of the women's health movement.

Course activities: Discussion, guest lecturers, preparing and delivering testimonies, possible field trips, and school-wide video showings/discussion (optional). Materials include readings and websites, sample testimonies, video clips, work books.

SHH211 Health Promotion through Mass Media

Spring 1

Dr. K. Viswanath

2.5 credits

Lectures. One 3-hour session each week.

Covers the development of public communication campaigns in the field of health promotion: assessing what the

mass media can accomplish to promote health; designing mass media messages that are consonant with principles of behavioral science and the public health model; and strategic planning for integrated mass media campaigns.

SHH215 History, Politics & Public Health: Theories of Disease Distribution

Fall

Dr. N. Krieger

5 credits

Not Offered 2008-2009

Lectures, seminars. One 3-hour session each week.

This course focuses on social and scientific contexts, content, and implications of theories of disease distribution, past and present. It considers how these theories shape questions people ask about--and explanations and interventions they offer for--patterns of health, disease, and well-being in their societies. After examining the role of theory in the production of scientific knowledge, Part I reviews both text-based theories of disease distribution developed in ancient Greece, China, and India, and oral traditions reflecting diverse American Indian, Latin American, African, and medieval European explanations of disease distribution. Parts II and III then focus on theories employed in past and present epidemiologic research because of their influence on current efforts to understand and improve the public's health. Part II considers the rise of epidemiology as a distinct discipline in both Europe and the United States, from 1700 to 1950. Part III examines current theories and controversies, and employs selected case examples to illustrate their application to--and implications for understanding--current and changing population distributions of disease and social inequalities in health, especially in relation to class, race/ethnicity, gender and sexuality. Emphasizing relationships between epidemiologic theory and practice, theories and frameworks covered include: miasma, contagion, germ theory, biomedical model, lifestyle, social production of disease, population health, lifecourse, health and human rights, and ecosocial theory.

Course Activities: Brief reflection papers on readings each week, class participation, one group project (textbook survey), one final paper.

Course Note: Enrollment limited to 25 students, with preference given to doctoral students in SHDH; signature of instructor required; no auditors.

SHH219 High-Risk Behavior: Epi/Prevention Strategies

Spring 2

Dr. B. Molnar

2.5 credits

Lectures, seminars, case studies. Two 2-hour sessions each week.

Examines epidemiology of behaviors that place an individual at higher risk of injuries and mortality, including substance abuse, violence, and risky sexual behaviors. Emphasis is placed on developmental and environmental factors that support these behaviors as well as the design and implementation of preventive interventions.

Course activities: Term paper, group presentation.

SHH220 Society and its Effects on Child Health

Spring 1

Dr. J. Palfrey, Dr. R. Samuels

2.5 credits

Lectures, seminars. One 4-hour session each week.

This course is intended to provide an in-depth study of some of the ways society effects children's health in the United States. Issues covered include: the effects of poverty on health and public policy impact on chronic illness. Other areas covered will be determined by the students and include ethnicity, violence, families, HIV and drug abuse. Students will narrow the focus of the broad topic to an area they are interested in presenting to the class.

Course Note: The course is intended for students of a broad range of disciplines interested in child health issues, who have not necessarily had extensive training in maternal and child health. Minimum enrollment of 8, maximum enrollment of 18, instructor's signature required. No auditors.

[SHH221 Psychosocial Theories of Health and Health Behavior]

Spring

Dr. K. Emmons, Dr. R. Bell

5 credits

Course not offered 2008-2009.

Lectures, seminars. One 3-hour session each week.

This is a doctoral-level course, designed to provide students with a conceptual grounding in theoretical approaches to health and health behavior. This course emphasizes the use of psycho-social theories in health-related research and includes an examination of Health Beliefs Model, Theory of Reasoned Action, Theory of Planned Behavior, Social Learning Theory, the Transtheoretical Model, risk communication, control theory, social support, and social networks. Heuristic models designed to integrate these theoretical perspectives will be addressed.

Course Activities: Assigned readings, class participation, one paper, weekly concept papers, one class debate.

Course Note: SHH201 required; enrollment is primarily for doctoral students and is limited to 30 students in total; signature of instructor required for master's students.

[SHH227 Psychosocial Aspects of Aging]

Fall 2

Dr. M. Glymour (P), Dr. L. Berkman (S)

Fall 2

2.5 Credits

Course not offered 2008-2009

Seminars. Two 2-hour sessions each week

This course will introduce students to a range of social, psychological, and ethical issues related to human aging, with a focus on aging in the United States. A primary thread in the course will be the consideration of how experiences across the lifecourse, from infancy to old age, affect health in old age. To understand how such experiences might translate into the health of current cohorts of elderly, we will discuss examples of major social changes in the 20th century and evidence about the health consequences of these trends. Topics for consideration will include: demography of aging; health trends and health disparities in U.S. elderly; successful vs. usual patterns of aging; how social and psychological factors such as retirement policies, poverty, education, and social networks affect the health and functioning of the elderly. Throughout the class we will discuss methodological issues especially relevant to aging research (eg. survivor bias, age-period-cohort problems.)

Course Activities: Review of literature, class participation, seminar co-facilitation, community interviewing, analytic essay with class presentation.

Course Note: Enrollment limited to 15 students; 2nd year Masters status is preferred; no auditors; signature of instructor required.

SHH254 Social Disparities, Stress, and Health

Spring 2

Dr. L. Kubzansky

2.5 credits

Lectures, seminars. Two 2-hour sessions each week

This course is designed to review theories and research examining stress and the role it plays in social disparities in health. The course will review basic concepts and models of stress as well as the mechanisms by which stress may influence health and explain social disparities. A key aspect of the class will be to consider the quality of the research on stress and health, and students will be required to evaluate methods and measures. The course builds on a basic understanding of society and health and of epidemiology.

Course Activities: Lectures, seminars: reaction papers, class presentations and discussion, a take-home final.

Course Notes: Enrollment is limited to 20 students. SHH 201, EPI 200 or EPI 201 required. No auditors.

SHH291 Policy Analysis Methods for Public Health

Spring 2

Dr. D. Acevedo-Garcia

2.5 credits

Lectures, seminars. Two 2-hour sessions each week.

The goal of the course is to build the skills necessary to critically assess the design, results and recommendations of research that examines the effects of social policies. The focus is on providing an introduction to the use of social experimentation methods in policy research. We examine three case studies: (1) housing mobility policy; (2) fair housing enforcement and monitoring; and (3) early childhood programs.

Course Objectives

At the completion of the course, you will be able to:

- 1) Demonstrate a basic understanding of five basic elements of social experiments: research questions, experimental design, measurement methods, implementation, and interpretation of results.
- 2) Describe how to design experimental studies to assess the effects of social policies, carry them out, and analyze the data they yield.
- 3) Apply your understanding of the subject to real examples from social policy experiments and social science research.
- 4) Discuss the possibilities for and barriers to translating social experimentation research into actual policies (e.g. political factors, scaling, cost).

Course Activities

Active learning through class participation and discussion are an important component of the course. Students are expected to attend and participate in all classes. Two in-class, critical reviews of the methods and policy recommendations of two policy research papers or policy reports. Two take-home excises based on two social experiments.

Course Note: Enrollment limited to 25 students; signature of instructor required.

SHH293 Place, Migration and Health

Spring 2

Dr. D. Acevedo-Garcia

2.5 credits

Lecture, seminars. Two 2-hour sessions each week.

This course examines some features of spatial population distribution (e.g. residential segregation by race, concentration of poverty) and population movement (e.g. immigrant adaptation) that may influence health outcomes. The emphasis of the course is on understanding the public policies that may have shaped those features and the policies that are used or may be used to modify them (e.g. housing mobility policies, immigrant policies). The course has three objectives: (1) to introduce students to the substance of the relevant policies; (2) to review the available empirical evidence on the effect that those policies may have on health outcomes; and (3) to encourage students to develop research questions and research designs, and to identify data sets that would allow us to better examine the health effects of those policies.

Course Activities: In-class discussions of assigned readings, one short (i.e. 10-15 double spaced page) paper outlining a place/migration policy and its possible effects on health outcomes.

Course Note: Enrollment limited to 25 students; signature of instructor required.

SHH295 Health and Social Policy Doctoral Seminar

Spring 2

Dr. A. Earle (P), Dr. L. Berkman (S)

2.5 credits

Course Not Offered 2007-2008

Seminars. One 3-hour session each week.

For social research to more positively affect people's lives, researchers need to better understand how research gets

translated into action. This seminar will examine successes and failures in the translation of research to programs and policy and the role politics plays in this process. Students will be assigned readings on AIDS, violence, drug, health and welfare policy. Each student will work on their own policy areas, which they will present to the class.

Course Activities: Assigned readings, individual project presentations, class participation, paper.

Course note: Enrollment limited to 25 students; ordinal grading option only; instructor's signature required; course best taken after methodology courses completed.

SHH298 Issues in Minority Health Policy

Spring

Dr. J. Reede, Dr. R. King

2.5 credits

Seminar. One 2-hour session each week.

This course explores public policy issues impacting the health status of minority and disadvantaged populations, with special emphasis on problem identification, policy analysis, and program planning. Participants will engage with faculty members at Harvard as well as key minority health policy leaders from both the public and private sectors to explore current and future policy affecting minority and disadvantaged populations.

Course Activities: Students will be required to submit both a midterm paper and a final paper that discusses a health policy issue or a topic impacting minority populations.

Course Note: Enrollment limited to 15 students; enrollment requires interview with the assistant to Dr. Reede (164 Longwood Avenue); signature of instructor required.

SHH299 The Science of Learning, Behavior, and Health

Spring

Dr. J Shonkoff

5.0 Credits

Lectures. One 3-hour session each week.

This course will conduct a critical examination of the relation between the science of early childhood development and the formulation of social policies focused on young children and their families. Drawing on research from the biological, behavioral, and social sciences, students will learn about how interactions among early life experiences and genetics shape brain architecture and influence the maturation of biological systems that affect learning, behavior, and both physical and mental health, well into the adult years. This knowledge base will be used as a vehicle for greater understanding of how adversity related to poverty, maltreatment, and discrimination "gets under the skin" and leads to disparities in both health and educational outcomes. The course will then focus on how a greater understanding of the causal mechanisms that explain disparities in educational achievement, economic productivity, and physical and mental well-being can be used to inform more effective policies for young children.

Course note: No Auditors. Cross-listed; HSPH students must register for HSPH course.

WGH200 Women, Gender and Health

Spring 1

Departments of Society, Human Development and Health, Population and International Health, and Epidemiology

Dr. N. Krieger, Dr. S. Gruskin

2.5 credits

Seminars. One 3-hour session each week.

This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions asked and explanations and interventions offered for societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples pertaining to breast cancer, smoking, cumulative trauma disorders of hands and wrists, HIV/AIDS, violence, access to health services, sexual health, reproductive health, and population policy. In all these cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for

improving physical, mental, and social well-being of women and men.

Course Note: Enrollment limited to 25 students; signature of instructor required; no auditors.

[WGH210 Women, Gender and Health: Critical Issues in Mental Health]

Fall 2

Departments of Society, Human Development and Health and Population and International Health

Dr. B. Gottlieb

1.25 credits

Not Offered 2008-2009.

Lecture, seminar. One 2-hour session each week.

This course explores issues relevant to mental illness, mental health from a gender perspective. Course themes include illness constructs, life cycle and transitions, collective and individual trauma, role and relationship and embodiment. Topics include eating disorders, pain, hormonally mediated mood disorders, and PTSD. Examples highlight US and international experience. Readings are multidisciplinary, including public health and medicine, social sciences, history and literature.

Course Activities: Includes a student final project.

Course Note: Minimum enrollment of 5 students; no auditors.

HARVARD MEDICAL SCHOOL

SM707.0: The Social History of Medicine

Credits: 2 CREDITS

Sites: HMS

Directors: S. H. Podolsky

Instructors: J. A. Greene

Offered: Not Offered 2008-2009.

Time: TBA **Place:** TBA

Activities: Lectures, discussion, and outside reading expected.

Evaluation: Research paper and oral participation.

This course will explore selected topics demonstrating the interactions between disease, medicine, and society. It will also use historical analysis to place contemporary medical theory and practice into their broad social and cultural contexts. Material will be drawn from American medical history, and topics will include: the social sources of diseases; the cultural malleability of diagnostic categories; changing patterns of patient-doctor relationships; the impact of research and technology on medical practice; reforms of medical education; the history of hospitals and hospital architecture; historical approaches to issues of race and gender in medicine; and the status and impact upon the orthodox profession of "alternative" medicine. Assigned readings will introduce each topic and provide essential background information. Class time will be devoted to discussion of issues raised by the readings. Students are expected to participate actively in the discussions. A final research paper will allow students to pursue topics of their choice.

SM715.0

Seminar in Global Health Equity

Credits: 2 CREDITS

Sites: HMS

Directors: B. J. Good, M. D. Good

Offered: Spring

Time: TBA **Place:** TBA

Evaluation: Class participation and presentation of assigned readings; choice of take-home examination, term paper, or research project proposal.

Description: This student-faculty seminar on global health equity will explore a variety of topics with HMS and HSPH faculty who work in the field of global health. Topics include historical overviews and political analyses of global health and health inequalities; social justice and human rights perspectives on global health; political and technical responses of WHO, states, donor organizations and other NGO and IGO global institutions. Examples

include studies that address problems of access, equity and quality in health systems; ethical issues in global and local medical practice and in medical missions and interventions. The topics include cases that address many of the major global health challenges of the 21st Century from diverse disciplinary perspectives. The seminar is designed for medical students who wish to pursue a concentration in Global Health. Course requirements include participation in discussion and analysis during seminars, drawing on assigned reading materials, plus a short research based essay or draft proposal for a summer project in the field of global health.

SM720.0: Gender, Sexuality and the Politics of Health

Credits: 2 CREDITS

Directors: P. L. Case, E. . Miller

Offered: Spring.

Evaluation: Participation in seminar discussions, and research paper or project.

This seminar examines broadly the construction of gender and sexuality in relation to health care inequalities, distribution of disease, illness experiences and health policy. The course will draw on readings from the history of medicine, feminist anthropology, gay/lesbian studies, epidemiology and health policy. Particular attention will be paid to the ways in which race/ethnicity, social class and poverty intersect with gender differences in health. Specific areas to be discussed include the history of women's health and homosexuality in the discourses of madness, domestic violence, eating disorders, HIV/AIDS in the US and abroad, politics of reproduction and reproductive technologies, and other related topics. Students are strongly encouraged to also enroll in Human Sexuality, ME735.0.

SM750.0

Introduction to Social Medicine and Global Health

Credits: 0 CREDITS ()

Sites: HMS

Directors: A. M. Brandt, P. E. Farmer, D. S. Jones

Prerequisites:

Offered: Fall (September-December)

Time: 09/04/2008-12/11/2008; TH; 1:30-3:30 PM

Place: TMEC

Evaluation: Term Paper, Classroom Performance, Additional Writing Assignments

Night Call:

Description: All physicians, regardless of their specialty, will work in setting where social, economic, and political forces powerfully influence who gets sick, the diseases that afflict them, the treatments that are available, and the outcomes of those treatments. This course will introduce students to the theory and practice of social medicine so that they will both be able to recognize and understand how these forces affect their patients, and be able to respond appropriately. Through lectures and tutorials, the course will explore (1) the determinants of disease; (2) why patterns of disease differ between different societies and change over time; (3) the causes of health disparities in both national and international contexts; and (4) the role of medical and public health interventions in combating health disparities.

MIT SLOAN SCHOOL OF MANAGEMENT

15.311

Organizational Processes

Organizational Processes enhances students' ability to take effective action in complex organizational settings by providing the analytic tools needed to analyze, manage, and lead the organizations of the future. Emphasis is placed on the importance of the organizational context in influencing which individual styles and skills are effective. The subject centers on three complementary perspectives, or "lenses", on an organization: political, cultural, and strategic design. Students enrolled in this class are also jointly enrolled in 15.328, Team Project, in order to

complete a field study of an organizational change initiative. Organizational Processes also operates in conjunction with 15.280, Communication for Managers, by sharing certain assignments and holding some joint classes.

15.341

Individuals, Groups, and Organizations

Develops basic concepts for understanding individual, group, and organizational behavior through critical analysis of important works in the field. Areas covered: individual affect and cognition; group process and performance; and organizational culture and adaptation. Emphasizes use of behavioral science concepts for stimulating new and useful organizational behavior research. Primarily for doctoral candidates in the Sloan School of Management.

15.342J

Organizations and Environments

The goal of this doctoral course is to familiarize students with major conceptual frameworks, debates, and developments in contemporary organization theory. This is an inter-disciplinary domain of inquiry drawing primarily from sociology, and secondarily from economics, psychology, anthropology, and political science. The course focuses on inter-organizational processes, and also addresses the economic, institutional and cultural contexts that organizations must face.

This is an introduction to a vast and multifaceted domain of inquiry. Due to time limitations, this course will touch lightly on many important topics, and neglect others entirely; its design resembles more a map than an encyclopedia. Also, given the focus on theoretical matters, methodological issues will move to the background. Empirical material will be used to illustrate how knowledge is produced from a particular standpoint and trying to answer particular questions, leaving the bulk of the discussion on quantitative and qualitative procedures to seminars such as 15.347, 15.348, and the like.