Global Health Minor Requirements

1. NS 2600: Introduction to Global Health (3 credits)
2. Electives: 3 elective courses from three different categories (minimum of 9 credits). See pages 2-5 for a list of selected elective courses organized by categories.
3. NS 4600: Explorations in Global Health (3 credits)

Global Health Electives

Cat I: Biomedical & Epidemiological Approaches to Global Health
Includes courses encompassing a “hard science” approach to the study of disease and epidemiology. Surveys both communicable and parasitic vectors commonly occurring in resource-poor as well as nutritional and environmental foundations of increasingly prevalent noncommunicable disease.

- BIOMI 2500: Public Health Microbiology
- BIOMI 3210: Human Microbes and Health
- BIOMI 4090/PLPA 4090: Principles of Virology
- BIOMI 4310: Medical Parasitology
- BIOMS 3150: Basic Immunology
- BIOMS 4040: Pathogenic Bacteriology
- BIOMS 7190/VETMI 7190: Immunology of Infectious Diseases
- BIOPL 4070: Nutritional Quality Improvement of Food Crops
- BSOC 2101/ENTOM 2100: Plagues and People
- ENTOM 3520: Medical and Veterinary Entomology
- FDSC 4220: Functional Foods and Dietary Supplements for Health
- NS 3150: Obesity and the Regulation of Body Weight
- NS 3220: Maternal and Child Nutrition
- NS 3500: Epidemiology in Context
- NS 4370: Nutritional Immunology and Infectious Diseases
- NS 4410: Nutrition and Disease
- PLPA 2950: Biology of Infectious Disease: From Molecules to Ecosystems
- PLPA 4161: [Microbes and Food: Contemporary Issues Affecting Humanity]
- PLPA 4330: Disease Ecology

Cat II: Social & Ethical Approaches to Global Health
Studies of cultural and social issues affecting the health of global populations including the interplay between a society’s dynamics and the disease and nutritional profile of its populations. Includes courses covering macro and micro community health as well as ethics and human rights which aids in forming a foundation upon which students can build effective policies and frameworks tailored to a population.

- ANTHR 2421/FGSS 2421: Sex and Gender in Cross-Cultural Perspective
ANTHR 2468            Medicine, Culture and Society
ANTHR 3465/6465        Anthropology of the Body
ANTHR 3620/ASRC 3620/BSOC 3620/FGSS 3621  A Global Controversy: How to Study a Human Rights Violation
ANTHR 4682/ASRC 4682    Healing and Medicine in Africa
ASRC 4602/STS 3460      Women and Gender Issues in Africa
BIOPL 2210              Natural Remedies in Ethno Health
BSOC 2051/STS 2051      Ethical Issues in Health and Medicine
BSOC 3471/HD 3470/NS 3470  Human Growth and Development:
                          Biological and Behavioral Interactions
CRP 3011                Ethics, Development, and Globalization
DSOC 2010/SOC 2202      Population Dynamics
DSOC 2200               Sociology of Health of Ethnic Minorities
DSOC 3111/SOC 3130/STS 3111  Sociology of Medicine
DSOC 4100/FGSS4100/AIS 4100/SOC 4100  Health and Survival Inequalities
DSOC 4210               Theories of Reproduction
DSOC 4380               Population and Development
FGSS 3500/PAM 3500      Contemporary Issues in Women's Health
FGSS 4051/PAM 4050      Reproductive Health Policy
FGSS 4100/SOC 4100      Health and Survival Inequalities
FGSS 4480/PAM 4440      Violence against Women: Policy Implications and Global Perspectives
HD 3470                Human Growth and Development: Biological and Behavioral Interactions
HD 3570                Social Inequalities in Physical and Mental Health
HD 4520                Culture and Human Development
HD 4570                Health and Social Behavior
HORT 2350              Food, Fiber, and Fulfillment: Plants and Human Well-Being
ILRIC 4011             Comparative Education and Development
NS 4500                Public Health Nutrition
PAM 3280               Fundamentals of Population Health
PAM 3290               Health Demographic Processes, and the Life Course
PAM 3350               Families, Poverty, and Public Policy
PHIL 2450              Ethics and Healthcare
SOC 2160               Health and Society

**Cat III: Political, Economic, & Food Systems Approaches to Global Health**
Addresses local and global economic and political forces which influence the healthcare system of a region and its development. Educates students on subjects ranging from studies of agriculture and food system regulations to formulating balanced policy recommendations. This category focuses mainly on nutritional public policy from its basis in agro-economic theory to specific application to developing political systems.

AEM 2000              Contemporary Controversies in the Global Economy
AEM 4310              Agricultural and Food Policy
AEM 4450/NS 4450      Towards a Sustainable Global Food System:
### Food Policy for Developing Countries

- **AEM 4640/ECON 4640**: Economics of Agricultural Development
- **ANSC 4000**: Feeding the World: The Biological and Quantitative Analyses of Livestock and Crop Systems
- **BIOEE 4690/BSOC 4691/STS4691**: Food, Agriculture, and Society
- **COML 2021/EAS 2021**: Humans and Climate Change
- **CSS 4140/IARD 4140**: Tropical Cropping Systems: Biodiversity, Social, and Environmental Impacts
- **DSOC 2020/IARD 2020**: Perspectives on IARD
- **DSOC 2050/SOC 2206**: International Development
- **DSOC 3400**: Agriculture, Food and Society
- **ECON 3710**: Economic Development
- **ECON 4280/PAM 4280**: The Economics of Risky Health Behaviors
- **ECON 4370/PAM 4370**: Economics of Health Policy
- **ECON 4380/PAM 4380**: Economics of Public Health
- **ECON 4740**: Health, Poverty and Inequality: a Global Perspective
- **FDSC 4020/IARD 4020**: Agriculture in Developing Nations I
- **FDSC 4800/IARD 4800**: Global Seminar: Building Sustainable Environments and Secure Food Systems for a Modern World
- **FDSC 6020/IARD 6020**: International Agriculture in Developing Nations
- **HIST 2791**: International Humanitarianism
- **ILRIC 3342**: Workplace Health and Safety as a Human Right
- **NS 3060**: Nutrition Problems of Developing Nations
- **PAM 2350**: The U.S. Health Care System

### Cat IV: Health Systems & Programmatic Approaches to Global Health

Intervention and methodology studies designed to provide students with the skills, tools and frameworks upon which to implement sustainable development. Focuses techniques for engineering effective infrastructure to affect public health initiatives.

- **ANTHR 3462**: Democratizing Research: Participation, Action, and Research
- **BEE 2510/ENGRD 2510**: Engineering for a Sustainable Society
- **BEE 3299**: Sustainable Development: A Web-based course
- **BEE 4760**: Solid Waste Engineering
- **BME 4110**: Science and Technology Approaches to Problems in Human Health
- **CEE 2550/4550**: AguaClara: Sustainable Water Supply Project
- **CEE 4540**: Sustainable Municipal Drinking Water Treatment
- **HE 4060**: Fieldwork in Diversity and Professional Practice: The Culture of Medicine and Public Health
- **ILRHR 6605**: Non-Profit Finance and Management
- **ILROB 4710**: Social Science Research Methods
- **STS 4311**: [From Surgery to Simulation]
**Cat V: Area-Specific Studies (Petition Only)**

A variety of courses focusing on specific regions or populations in developing countries in order to enable targeted study correlating with the location in which a student completes their field experience or future career interest. Includes regional anthropological, sociological and economic studies. Students are encouraged to study regional languages that may aid in implementation of health policies and studies but language courses do not count towards the minor.

**Cat I: Biomedical & Epidemiological Approaches to Global Health**

**BIOMI 2500**  **Public Health Microbiology:** This course will use a variety of teaching methods (including historical and current case studies and databases) to help students understand basic principles of microbiology as they apply to the emergence, transmission, pathogenicity, and control of infectious human disease. Major topics include water and foodborne disease, zoonotic diseases, sexually transmitted diseases and antibiotic resistance.

**BIOMI 3210**  **Human Microbes and Health:** The human body is coated with microbes outnumbering “our own” cells 10 to 1, providing us with capacities we have not had to evolve on our own. This course will introduce the microbes of the human body, discuss their origins, adaptations to the body, molecular interactions, and associations with health and disease.

**BIOMI 4090**  **Principles of Virology:** Covers the principles of virology, focusing mainly on animal viruses but also including plant viruses and bacteriophage. Topics include the classification of viruses, virus entry, genome replication and assembly, and virus pathogenesis. Particular emphasis is placed on virus-host cell interactions and common features between different viral families.

**BIOMI 4310**  **Medical Parasitology:** Systematic study of arthropod, protozoan, and helminth parasites of public health importance, with emphasis on epidemiologic, clinical, and zoonotic aspects of these parasitisms.

**BIOMS 3150**  **Basic Immunology:** Survey of immunology, with emphasis on the cellular and molecular bases of the immune response. Recommended for those planning to attend medical, graduate, or veterinary school, those pursuing careers in health-related fields, or those interested in how the body defends itself against disease.

**BIOMS 4040**  **Pathogenic Bacteriology:** Course in medical microbiology, presenting the major groups of bacterial pathogens important to human and veterinary medicine. Emphasizes infection and disease pathogenesis. Topics include disease causality; interactions of host, pathogen, and environment, including immunity to bacteria; and principles of antimicrobial therapy and drug resistance. A companion seminar addresses the current and classic literature related to microbial pathophysiology on the cellular and molecular levels. Offered Spring

**BIOMS 7190**  **Immunology of Infectious Diseases:** Focuses on molecular and cellular mechanisms underlying the immunity and innate recognition of viruses, bacteria, and protozoa pathogens.

**BIOL 4070**  **Nutritional Quality Improvement of Food Crops:** Introduction to biofortification of crop plants for enhancing their nutritional quality and health-promoting properties. The course discusses strategies to increase the contents of micronutrients, vitamins, and phytochemicals, as well as the qualities of proteins and lipids with regard to improving food crops for human nutrition and health.

**BSOC 2101**  **Plagues and People:** Human diseases transmitted by insects and related forms (arthropods) have affected human lives and society through history. This course focuses on the pathogens, parasites, and arthropods
causing human plagues. Those plagues that have had the greatest impact on human culture and expression are emphasized. Lectures are supplemented with readings and films. Also addresses emerging diseases, bioterrorism, and future plagues. Students taking the course for 3 credits participate in readings, presentations/discussions each week (on Fridays), weekly readings, and quizzes and have a comprehensive final project. Offered every other year

ENTOM 3520  **Medical and Veterinary Entomology:** Diseases resulting from arthropod-borne pathogens (such as malaria, West Nile virus, dengue, and yellow fever) cause considerable human and animal suffering and death worldwide. The course offers a contemporary overview of insects and related forms and how they impact human and animal health. Concepts in medicine, entomology, genetics and evolution will be discussed within the context of global health. This is a good course for students interested in vector biology, medical school or careers in veterinary medicine. This course can be taken with the lab (ENTOM 3521) or lecture (ENTOM 3520) separately.

FDSC 4220  **Functional Foods and Dietary Supplements for Health:** Covers functional foods and nutraceuticals, bioactive compounds, antioxidants and dietary supplements, micronutrient fortification, botanicals, and herbs in disease prevention and health promotion. Emphasizes the mechanisms of action and scientific evidence of efficacy. Biomarkers, safety and efficacy testing, and regulations for functional foods and nutraceuticals are discussed.

NS 3150  **Obesity and the Regulation of Body Weight:** Multidisciplinary discussion of the causes, effects, and treatments of human obesity. Topics include the biopsychology of eating behavior, the genetics of obesity, the role of activity and energy metabolism, the psychosocial determinants of obesity, anorexia nervosa, therapy and its effectiveness, and social discrimination.

NS 3220  **Maternal and Child Nutrition:** Critical analyses of the impact of nutritional status on the mother, fetus, and young child in domestic and global contexts; advanced aspects of the biological bases of nutritional requirements for reproduction, growth, and development; and integration of nutrition with life and behavioral sciences in understanding these aspects are addressed. Next offered spring of 2013-2014

NS 3500  **Epidemiology in Context:** Provides the conceptual tools to critically analyze the controversies related to a wide range of contemporary health and social issues in the United States and global context. Basic principles of epidemiology are illustrated via case studies of nutritional and biomedical interventions, environmental toxins, and social issues.

NS 4370  **Nutritional Immunology and Infectious Diseases:** This nutritional science course is designed for Junior/Senior undergraduate students. It will be of primary interest to you if you want to understand the major concepts of immunology, unique aspects of nutritional immunology and implications of interactions between host nutritional status and/or nutritional interventions and globally important infectious diseases.

NS 4410  **Nutrition and Disease:** Principles of nutrition, biochemistry, physiology, genetics, pathology, and pharmacology are combined to understand disease risk, prevention, progression, and management. Lecture offers opportunities for the class to engage in the discussion of original research articles on topics of high current interest in the area of nutrition and health. Topics include nutritional genomics, obesity, cardiovascular disease, diabetes mellitus, renal, neurological, and gastrointestinal disorders.

PLPA 2950  **Biology of Infectious Disease: From Molecules to Ecosystems:** "A broad integration and overview of the origins, nature, and dynamics of infectious disease in humans, plants, and animals. An examination of the historical and contemporary concepts and impacts of infectious agents on hosts at multiple spatial and temporal scales and at different levels of biological organization. The ecology and evolution of pathogens, hosts, and vectors are also discussed. Consideration of newly emerging diseases in human, plant, and animal populations and the
influence of human activities on global disease spread. Current and future issues and trends in disease monitoring and mitigation will also be addressed.

PLPA 4161  [Microbes and Food: Contemporary Issues Affecting Humanity]: Addresses the all-encompassing role that microbes play in contemporary life. How do microbes affect food production, processing, preservation, safety, and waste disposal? Assesses the role of microbes in industrial and environmental processing. Deals with origins of agriculture, GMOs, and high-input versus sustainable food production. Intense seminar/discussion format. Spring

PLPA 4330  Disease Ecology: Diseases not only cause human suffering but they impact all organisms on earth, playing important roles in regulating populations and stabilizing ecosystems. This course will examine the ecological processes that drive the emergence, transmission, and spread of diverse human, plant, and animal diseases. Emphasis is on a science-based approach for understanding the nature of disease development, the behavior of infectious agents and hosts, the ecological principles influencing disease dynamics. Prerequisite: PLPA 2950 or permission of instructor. Limited to 35.

Cat II: Social & Ethical Approaches to Global Health

ANTHR 2421  Sex and Gender in Cross-Cultural Perspective: An introduction to the anthropology of sex, sexuality and gender, this course uses case studies from around the world to explore how the worlds of the sexes become gendered. In ethnographic, ethnohistorical and contemporary globalizing contexts, we will look at: intersexuality & ‘supernumerary’ genders; physical and cultural reproduction; sexuality; and sex- & gender-based violence & power. We will use lectures, films, discussion sections and short field-based exercises.

ANTHR 2468  Medicine, Culture and Society: Medicine has become the language and practice through which we address a broad range of both individual and societal complaints. Interest in this “medicalization of life” may be one of the reasons that medical anthropology is currently the fastest growing sub-field in anthropology. This course encourages students to examine concepts of disease, suffering, health and wellbeing in their immediate experience and beyond. In the process, students will gain a working knowledge of ecological, critical, phenomenological, and applied approaches used by medical anthropologists. We will investigate what is involved in becoming a doctor, the sociality of medicines, controversies over new medical technologies, and the politics of medical knowledge. Our readings will address medicine in North America as well as other parts of the world. The universality of biomedicine (or hospital medicine) will not be taken for granted, but rather we will examine the plurality generated by the various political, economic, social, and ethical demands under which biomedicine has developed in different places and at different times. In addition, biomedical healing and expertise will be viewed in relation to other kinds of healing and expertise.

ANTHR 3465/6465  Anthropology of the Body: This course examines a range of texts that treat the body as the subject and object of cultural, technological, political and ethical processes. Students investigate the cultivation of physical and social bodies through ethnographic and historical materials concerning healing and medicine, discipline and labor, governance and religion, aesthetics and desire. The production and reproduction of bodies and embodied practices have long been central to the way that power works. In this class, we will read and discuss a range of approach to the body. There is much contention over how work, politics, environment, technologies, and violence shape the body and the senses. We will debate how histories of the body are intertwined with histories of gender, race, class, sexuality, (post)coloniality, modernization, science, transnationalism, and the webs of institution,
ideas, and capital that comprise these phenomena. Some readings will investigate the complex mediations that account for the body as icon, text, metaphor, commodity, and raw material. Others will contend that serious attention to the production and reproduction of the body across different times and spaces challenge traditional notions of materiality and physicality. Because every examination of the body rests—implicitly or explicitly—in a theoretical and methodological approach to experience, we will also explore the histories of bodily senses, appetites and capabilities. Ultimately, our inquiry into contests over and reflections on “the body,” as well as specific bodies, aims to open up broader anthropological questions about authority, agency, sovereignties, and material life.

ANTHR 3620/ASRC 3620/BSOC 3620/FGSS3621  A Global Controversy: How to Study a Human Rights Violation: How did female genital cutting become an emblematic women’s rights violation? This course uses female genital cutting as a lens for understanding the making of gendered human rights crises and efforts to resolve them. How did much of the world agree that cutting should be ended? How have African and international NGOs, feminist activists, and development and global health organizations try to do so? To answer these questions, we will examine the many meanings and forms of cutting, the intersections of global health and human rights, the histories of conceptions of Africa as the continent in need of saving and a site of violence, the effects of asylum and criminal laws, and both African and international campaigns.

ANTHR 4682  Healing and Medicine in Africa: This class will examine historical and contemporary forms of therapy in Africa, and contests over the conceptual and material resources that have shaped health and healing on the continent. Our readings and discussions will explore the ways in which healing and medicine are simultaneously individual and political, biological and cultural. Medicine and healing pose questions about the intimate ways that power works on bodies, the processes through which history and politics shape the possibilities of life and the context of death, and the forms of threat, violence, possibility and liberation that have constituted the shifting social, economic, and ethical regimes of the past century. Examining these questions in relation to Africa draws them into debates on postcoloniality and discussions about the place of “Africa” in today’s world. We will look at Africa not only as a site of epidemics, poverty and violent wars, but also as a site of innovation and creative survival, which is central to the biopolitics of the contemporary global order. Through accounts of the expansion of biomedicine, the continuities and changes embodied in traditional medicine, and the relationship between medicine, science and law, this course explores the frictions that inhere in broad historical shifts propelled by colonialism, nationalism, civil war, environmental change and globalization. Our readings will also frame current debates around colonial and postcolonial forms of governance through medicine, the contradictions of humanitarianism and the health “crisis” in Africa, and the rise of new forms of “therapeutic citizenship.” Offered every other year; next 2013-2014.

ASRC 4602  Women and Gender Issues in Africa: There are two contrasting views of the status and role of women in Africa. One view portrays African women as dominated and exploited by men. According to another view women have a favorable social position in Africa: indigenous ideologies consider women to be the foundation of society, they are economically active and independent and they have an identity independent of men. In this seminar we discuss the status and role of women in Africa historically as well as in the contemporary period. Topics include women in non-westernized/precolonial societies; the impact of colonial policies on the status of women; gender and access to schooling, participation in the economy and politics; women and the law; women and health issues; gender issues in southern Africa; womanism and feminism; the United Nations Decade of Women; and the four World Conferences on Women (Mexico 1975, Copenhagen 1986, Nairobi 1985, and Beijing 1995). Offered every other year; next 2013-2014.

BIOPOL 2210  Natural Remedies in Ethnohealth: This course is an introduction to two aspects of ethnomedicine/ethnohealth: (1) the study of biology of health disparities like diabetes, cancer, and infectious diseases in Latinos/as, African Americans and American Indians in the United States, (2) and the botany, culture,
and medical anthropology of plants and other natural remedies used by ancient cultures in the Americas and also currently used throughout the United States and the Americas.

BSOC 2051  Ethical Issues in Health and Medicine: In today’s rapidly changing world of health and medicine, complex ethical issues arise in many contexts—from the private, interpersonal interactions between doctor and patient to the broad, mass-mediated controversies that make medicine into headline news. This course examines ethical problems and policy issues that arise in contemporary medicine, health care, and biomedical research. Tools for ethical analysis are applied to a variety of cases and fundamental questions in bioethics. Perspectives from social science, history, and law also inform the course. The course explores ethical questions that arise in a number of substantive contexts, including the doctor-patient relationship, medical decision making near the end of life, human experimentation, genetics and reproductive technology, public health, and the allocation of scarce resources.

BSOC 3471  Human Growth and Development: Biological and Behavioral Interactions: Discusses the interrelationships of physical and psychological growth and development in humans during infancy. Considers intrinsic and extrinsic causes of variations in growth including various forms of stimulation. Examines the consequences of early growth and its variations for current and subsequent behavioral, psychological, and physical development. The interaction between physical and behavioral or psychological factors is emphasized throughout the course.

CRP 3011  Ethics, Development, and Globalization: This seminar surveys some of the most important recent contributions to the literatures of development ethics and global ethics and examines their power to illuminate such issues as the nature of development, poverty and human rights, globalization and local autonomy, environmentalism and consumerism, and humanitarian intervention and just wars.

DSOC 2010  Population Dynamics  Introduction to population studies. The primary focus is on the relationships between demographic processes (fertility, mortality, and immigration) and social and economic issues. Discussion covers special topics related to population growth and spatial distribution, including marriage and family formation, population aging, changing roles and statuses of women, labor force participation, immigrations, urban growth and urbanization, resource allocation, and the environment.

DSOC 2200  Sociology of Health of Ethnic Minorities: Discusses the health status of minorities in the United States. Explores intragroup diversity such as migration, economic status, and the influence of culture and the environment on health status and access to health care. Although special attention is given to Latino populations, discussion encompasses other minorities who face similar problems. Cross-listed with LSP 2200.

DSOC 3111  Sociology of Medicine  This course provides an introduction to the ways in which medical practice, the medical profession, and medical technology are embedded in society and culture. We will ask how medicine is connected to various sociocultural factors such as gender, social class, race, and administrative cultures. We will examine the rise of medical sociology as a discipline, the professionalization of medicine, and processes of medicalization and demedicalization. We will look at alternative medical practices and how they differ from and converge with the dominant medical paradigm. We will focus on the rise of medical technology in clinical practice with a special emphasis on reproductive technologies. We will focus on the body as a site for medical knowledge, including the medicalization of sex differences, the effect of culture on nutrition, and eating disorders such as obesity and anorexia nervosa. We will also read various classic and contemporary texts that speak to the illness experience and the culture of surgeons, hospitals, and patients, and we will discuss various case studies in the social construction of physical and mental illness.
DSOC 4100  Health and Survival Inequalities:  Historical inequalities in health and survival continue to exist today. This course covers markers of such inequalities, including region, class, race, gender, and age and examine some of the biological, socioeconomic, and political determinants of these differences. Macro as well as individual and family level determinants are examined. Policy prescriptions are evaluated and new innovative approaches proposed.

DSOC 4210  Theories of Reproduction:  Examines the changing nature of the debate on what makes populations grow and what makes families have any, few, and many children. The course begins with theories of historical population growth and changing fertility and then moves on to consider the economic, social, cultural, political, and biological theories applied to fertility and changing fertility in contemporary populations. Demographic concepts and factors believed to account for the high fertility of many developing country populations and the extremely low fertility in many parts of the developed world are examined. Emphasis is given to “sociocultural” and “gender-based” explanations of reproductive behavior, which activist groups and organizations have used to push political and social agendas. The course pays particular attention to the role of the state in population growth and its place in women’s lives.

DSOC 4380  Population and Development:  This course examines major historical trends in human health and mortality, family formation, and migration. It explores the relationships between these processes and the social, economic, and cultural changes being experienced by diverse societies prior to, during, and following the onset of the demographic shifts. It considers public policy initiatives aimed at managing population size and distribution. Case studies from selected historical periods and geographic locations are presented.

FGSS 3500  Contemporary Issues in Women's Health:  Deals with the history of women in medicine and the historical and cultural treatment of women’s health problems. Also addresses health care research and the exclusion of women from research trials and protocols. Reproductive issues, alternative approaches to treatment, medical problems, ethical issues, cancers, factors that contribute to post-traumatic stress disorders, health promotion behaviors, political issues, and routine medical recommendations are also discussed in depth. Students may take the course for a fifth credit, which requires attending a discussion section every other week and observing 12 facilities (e.g., birthing center, mammogram, and ultrasound center, wellness center, hospital labor and delivery unit, La Maze class, women’s self-defense class) that provide a variety of women’s health care. Some of these visits will be virtual visits available through the course web site, others will require in-person attendance.

FGSS 4051  Reproductive Health Policy:  Focuses primarily on domestic reproductive health policies, although limited international reproductive health policies will be addressed (e.g., the one-child-policy in China). Emphasis will be placed on structural issues that impact reproductive health policies, reproductive health services, scientific advancements, medical approaches, insurance, health disparities, organizations that provide reproductive health, and demographic issues relating to reproductive health (e.g., teenage pregnancy, infant mortality). Course offered alternate years; next offered 2013-2014.

FGSS 4100  Health and Survival Inequalities:  Reviews the ways of measuring such inequalities (life expectancy, age-specific death rates, cause specific mortality and morbidity, disability and so on) and some of the historical and contemporary socioeconomic markers of such inequalities, including region, class, race, gender and age. Then examines some of the determinants of these differences, paying particular attention to notions of biology, poverty, and politics. Also considers the role of medical advances in promoting or reducing health inequalities. Besides looking at macro-level determinants, the course covers some of the growing literature on individual and family behaviors that impinge on inequality in health and survival—both unintentional (e.g., through differences in lifestyle) as well as deliberate (e.g., through active discrimination against certain categories of individuals, girls in parts of Asia). Policy prescriptions arising from these studies are evaluated for feasibility and effectiveness and new
innovative approaches proposed. Cross-listed with DSOC 4100 and FGSS 4100.

FGSS 4480 Violence against Women: Policy Implications and Global Perspectives: Violence is committed against women worldwide at an alarming rate. This course focuses on the historical and current reasons for and impact of violence against women both domestically and internationally. The impact of legislative, public, social, economic, or religious policies on the incidence of such violence is considered. Current and pending policies are identified and evaluated regarding their impact on violence against women in the United States and worldwide. Violence against women is committed to protect women’s virginity, because women are viewed as property, for political reasons, as hate crimes, and in the name of culture, religion, and tradition. The types of violence discussed in this course include rape, child sexual abuse, homicide, battering, domestic violence, hate crimes, gay bashing, kidnapping, ethnic cleansing, war crimes, forced prostitution, female genital mutilation, honor killings, public beating, lashing, stoning, torture, infanticide, trafficking of women, forced abortions, acid attacks, and sati (self-immolation). Each student is required to evaluate the impact of one current policy and critique the potential value of one pending policy relating to violence against women. Offered every Fall.

HD 3470 Human Growth and Development: Biological and Behavioral Interactions: Discusses the interrelationships of physical and psychological growth and development in humans during infancy. Considers intrinsic and extrinsic causes of variations in growth including various forms of stimulation. Examines the consequences of early growth and its variations for current and subsequent behavioral, psychological, and physical development. The interaction between physical and behavioral or psychological factors is emphasized throughout the course.

HD 3570 Social Inequalities in Physical and Mental Health: Introduction to physical and mental health inequalities in the United States, the causes of these inequalities, and their impact on individual development across the life course.

HD 4520 Culture and Human Development: This course takes an interdisciplinary approach to address the central role of culture in human development. It draws on diverse theoretical perspectives, including psychology, anthropology, education, ethnography, and linguistics, to understand human difference, experience, and complexity. Empirical reflections are taken upon major developmental topics such as cultural aspects of physical growth and development; culture and cognition; culture and language; culture, self, and personality; cultural construction of emotion; culture issues of sex and gender; and cultural differences in pathology.

HD 4570 Health and Social Behavior: Critically examines theories and empirical research on the relationships among social group membership, social status, and physical and mental health. (Prerequisites: junior or senior standing; statistics course and one of the following: SOC 1101/DSOC 1101, or HD 2510/SOC 2510. Offered alternate years. Next offered 2013-2014. Limited to 20 students.)

HORT 2350 Food, Fiber, and Fulfillment: Plants and Human Well-Being: Examines the many ways plants meet our needs from providing food, shelter, and medicine to the roles plants play in community beautification, economic development, pollution control, enhancing education, and mental health support. The course begins with a historical perspective and moves through to contemporary uses and theories of plants and human well-being.

ILRIC 4011 Comparative Education and Development: Comparative study of educational institutions in Western Europe, North America, Latin America, and Asia (with special emphasis on math and science education) and of the effects of these institutions on economic development, growth, and equality of opportunity. The institutions studied include primary and secondary education, apprenticeship, and higher education. Data on the consequences
of policies are presented and an effort is made to understand how human resource policies and educational institutions have contributed to rapid growth in both poor and rich countries. Another focus is understanding the causes of the differences in achievement levels across nations.

NS 4500 Public Health Nutrition: Public health nutrition is the major professional career track for nutritionists outside of dietetics. It deals with efforts to improve the diets and nutritional status of whole populations by working at the community, state, and national levels. Course helps prepare students to work in public health nutrition by describing methods used in the assessment of nutrition problems, the development of nutrition-related policies, and the delivery of health, nutrition, and food assistance programs.

PAM 3280 Fundamentals of Population Health: Provides students with training in the language, theories, concepts, methods, measurement, analysis, and implementation of population health. A framework of core functions and essential features of population health is used to familiarize students with the unique challenges of disease surveillance, health measurement and monitoring, identification of health indicators and determinants, measuring health disparities, and developing population health policies and programs. Key to this course is the role of epidemiology in evaluating population health, and developing interventions to improve different populations’ health and reduce health disparities. Students develop competencies in population health analysis and management such as identification, analysis, evaluation, estimation, inference, implementation, and evaluation that are valued not only in the job market but also welcomed in a variety of research and other employment fields. (Prerequisites: Sophomore standing or above and at least one of the following courses: HD 1150, HD 1170, HD 2180, HD 2510, SOC 1101, DSOC 1101, DSOC 2200, PAM 2030, PAM 3360, PSYCH 1101, FGSS 3500, PAM 3500. )

PAM 3290 Health Demographic Processes, and the Life Course: Provides students with broad training in the theories and methods of demography and the life course and their application to health behaviors and health outcomes. Emphasis is placed on identifying and understanding the determinants and consequences of demographic processes (e.g., relationship formation, education attainment, labor force participation, fertility) on physical and mental health within historic, social/structural, economic, and cultural contexts (e.g., social and geographic environments, media, religion). Socioeconomic, race-ethnic, and gender disparities in health and the role of health policy are addressed. This course is interdisciplinary in nature and allows students to draw from previous training in economics, sociology, demography, and policy analysis to enhance their analytic, methodological, and critical thinking skills as they apply to health. Students develop competencies in health and demography such as identification, analysis, evaluation, estimation, inference, problem solving, and interpretation, which are not only valued in the job market but also welcomed in a variety of research and other employment fields. (Prerequisite: sophomore standing or above and at least one of the following courses: HD 1150, HD 1170, HD 2180, HD 2510, SOC 1101, DSOC 1101, DSOC 2200, PAM 2030, PAM 3360, PSYCH 1101, FGSS 3500, PAM 3500. Next offered 2013-2014. )

PAM 3350 Families, Poverty, and Public Policy: "This course considers the experiences and challenges of low-income families in the contemporary United States and policies designed to assist these families. In the first half of the course, we will look at topics such as views of poverty, the meaning and measurement of poverty, the characteristics and causes of poverty, and the circumstances of special groups, like low-income fathers and children. The second half of the course will examine policies for low-income families that have gained importance following welfare reform, such as work-family policies, early childhood education, child support and responsible fatherhood programs, marriage education, and incarceration. Course topics will be explored through empirical research, policy documents, lecture, video, and other media. The course will also make use of class discussion to encourage critical thinking and reflection on the readings. Assignments will further help students consider the challenges low income families face and how policy makers have addressed these challenges in recent years. Course offered alternate years; next offered 2013-2014."
PHIL 2450  Ethics and Healthcare:  An introduction to the philosophical study of ethical problems that arise from the practice of medicine as such or that arise in response to developments within medicine and the larger world. Offered Fall and Spring. Next offered 2013-2014.

SOC 2160  Health and Society:  This course will examine how social factors shape physical and mental health. First, we will review social scientific research on the relationship between health and status characteristics, neighborhood and residential context, employment, social relationships and support, religion, and health-related behaviors. We will devote particular attention to the development of research questions and methodological approaches in this work. Next, we will directly examine the relationship between health and social factors using data from a nationally representative survey. Course instruction will include statistical analysis of survey data and social scientific writing. Students will develop their own research exploring how social factors contribute to health.

Cat III: Political, Economic, & Food Systems Approaches to Global Health

AEM 2000  Contemporary Controversies in the Global Economy:  Aims to stimulate critical thinking and cogent writing and speaking about contemporary controversies that attract regular attention in the international press and among key private and public sector decision-makers. Students read and discuss competing arguments about current issues such as patenting and pricing of pharmaceuticals worldwide, controls on commercial and humanitarian distribution of genetically modified foods, and immigration restrictions. Students write a series of short briefing papers and give regular oral briefs, which are evaluated for quality of communication and content. Offered every other year; next 2013-2014.

AEM 4310  Agricultural and Food Policy:  Acquaints students with current and historically important U.S. policies related to agriculture and food, including subsidies and regulations related to markets, production, and the environment. Explores methods of policy analysis, and students learn to critique policies and write policy briefs.

AEM 4450  Towards a Sustainable Global Food System: Food Policy for Developing Countries:  Comprehensive presentation and discussion of policy options for a sustainable global food system, with focus on developing countries. Topics include economic policy related to nutrition, health, consumption, production, natural resource management, trade, markets, gender roles, armed conflict, and ethics. A social entrepreneurship approach bases on case studies and active participation by students will be used.

AEM 4640  Economics of Agricultural Development:  Provides an understanding of the economics of the agricultural sector in low-income countries. Also covers more general issues of economic development beyond the agricultural sector to provide the necessary context for an understanding of rural problems. Topics include the nature of development and technical change, welfare and income distribution, land reform, food and nutrition policy, food security and food aid, competition with more developed countries and international markets, the effect of U.S. policy on agricultural development, and the role of international institutions. Uses examples from a wide variety of developing countries to illustrate the basis for economic analysis. Cross-listed with ECON 4640. Offered every other year; next 2013-2014.

ANSC 4000  Feeding the World: The Biological and Quantitative Analyses of Livestock and Crop Systems:  The purpose of this course is to leave Cornell students from any major with a deep and quantitative understanding of the agricultural systems that feed the world today, others that fed the world during the past 10,000 years, and those
that will be needed to feed the world in the future. These students will also be motivated to take action through their
daily lives to achieve better food systems for their community of the world, through their life’s work, by what they
eat, and which policies they advocate.

BIOEE 4691 Food, Agriculture, and Society: Multidisciplinary course dealing with the social and
environmental impact of food production in the United States and developing countries. Agroecosystems of various
kinds are analyzed from biological, economic, and social perspectives. The impacts of traditional, conventional, and
alternative agricultural technologies are critically examined in the context of developed and developing economies.
Specific topics include pest management, soil conservation, plant genetic resources, biotechnology, and sustainable
development. Crosslisted with BIOEE 4690 & STS 4691

COML 2021 Humans and Climate Change: This course explores the human dimension of climate change,
arguably the most significant crisis ever to confront humanity. Of course, changes in the climate are natural, but it is
almost universally known that humans have contributed to an unprecedented speeding up of the processes
with potentially cataclysmic effects. Drawing on disciplines including cultural studies, history, economics, climate
science, philosophy, anthropology, political/labor theory, and sociology the first half of the course asks the question
“What did humans do to cause climate change?” and the second half of the course asks “what can humans do to
mitigate and adapt to climate change?” A course packet of readings will include works on climate and industrial
history, policy-making, biodiversity, ethics, technology, agriculture, design and environmental justice. Students will
also be required to watch several films (There Will be Blood, Anderson 2007; The Day After Tomorrow, Emmerich
2004) and read a few short pieces of fiction or poetry. In addition to short-essay response prelims, students will work
together in small groups to produce an interdisciplinary project on a future city or social space. Crosslisted with EAS
2021

CSS 4140 Tropical Cropping Systems: Biodiversity, Social, and Environmental Impacts: This course is
divided into 4 sections. The first part looks at characterization of natural, physical and social resources including
climate, water, soil and socio-economic factors and their importance in determining different farming systems. The
second part looks at the various crops and livestock found in tropical cropping systems and discusses various
systems including traditional shifting cultivation; dryland systems; lowland rice-based systems; smallholder mixed
farming including root crops and livestock; plantation fruit and oil crop systems; and agroforestry. The third section
looks at the constraints to production, profitability and sustainability of farming systems. The fourth looks at the
effect of various externalities like GCC, fossil fuel, migration, population, etc. on future trends in production,
profitability and sustainability. Characterizes and discusses traditional shifting cultivation; lowland rice-based
systems; upland cereal-based systems; smallholder mixed farming including root crops and livestock; plantation fruit
and oil crop systems; and agroforestry. In addition to species diversity and domestication, factors such as climate,
land quality, soil management, land tenure, labor, and markets are considered. Evaluates the impact of tropical
cropping systems on the environment.

DSOC 2020 Perspectives on IARD: Designed to enable students to gain an understanding of major issues
in international agricultural development. The course provides an overview of world poverty and hunger and of
varying perspectives on approaches being taken to address these and related problems. Students characterize the
state of agriculture and rural livelihoods in selected developing countries, and analyze how innovations in agriculture
in these countries can contribute to rural development. Cross-listed with IARD 2020.

DSOC 2050 International Development: International development concerns the gains, losses and
tensions associated with the process of social change – as it affects human populations, social institutions and the
environment. This course considers development as an evolving world project and from the perspective of its social
and ecological impact: asking questions about costs and benefits of economic growth, about the global context
(geo-political, institutional, production, consumption, and discursive relations), and the sustainability of various models. We relate development trends in the South/Third World with those in the North/First World. We also examine shared, global issues, such as the environment, human rights, security, and their condition in different parts of the world. In examining development historically, we encourage students to situate trends shaping the twenty-first century world, and how they can contribute, as global citizens, to the ongoing debate about how to reformulate development as an inclusive an empowering social process. This course combines Lectures with discussion, and uses films and Section discussions to promote reflection on diversity of cultures and understandings of human development. It also includes a special component (access by instructor permission), in conjunction with Cornell’s Writing in the Majors Program. This is worth an additional credit hour, and is for advanced students. These students will meet additionally in weekly Sections with a Writing Instructor from Development Sociology for a special topic focus to enhance understanding of course material as well as writing skills. Cross-listed with SOC 2206.

DSOC 3400    Agriculture, Food and Society:    How is our food produced: where, by whom and under what conditions? How are we connected to food producers and places? What are some of the social, environmental and nutritional implications of our food system? In this course we will use a sociological perspective to consider the political, economic, nutritional and environmental aspects of food and agriculture. We will then consider the historical background to our food system, including disparities between south and north. We will examine some alternatives to the dominant model of our food system. We will end with a discussion about the future of agriculture, food and nutrition. Throughout the course we will compare different regions of the world, as well as changes over time, in order to place our understanding of the issues in a geographical and historical context.

ECON 3710    Economic Development:    Examines microeconomic issues in developing countries, with an emphasis on recent research in the field. Studies the theoretical and empirical aspects of current economic and policy questions. Topics include education, health and nutrition, insurance and credit, gender and family, agricultural contracts and corruption.

PAM 4280/ECON 4280    The Economics of Risky Health Behaviors:    Risky health behaviors such as cigarette smoking, drinking alcohol, risky sex, poor diet and physical inactivity (leading to obesity) are responsible for hundreds of thousands of preventable deaths and impose billions of dollars in medical care costs each year in the United States. This course teaches the economic approach to studying risky health behaviors. The economic research literature on the causes and consequences of risky health behaviors will be studied in detail. Students will analyze data and present their findings; intermediate microeconomics and regression analysis are prerequisites. This course can be taken alone or as part of a two-course sequence with PAM/ECON 4380: The Economics of Public Health. The courses can be taken simultaneously or in either order. Fall.

ECON 4370    Economics of Health Policy:    Health care systems and health policy are undergoing rapid change as medical technology advances and costs rise. Debates concerning the delivery, regulation and financing of health care have intensified. This course uses basic economic tools to analyze central questions in health care today, as well as fundamental issues in health policy: For example, what is the current role of the government in the health sector, and what should it be? What is the social insurance role of the government, and how is it played out in policies that impact the health of the population? How is health insurance structured, and what are the implications of having employers be the providers of private health insurance? This course is about applying economic tools of policy analysis to gain insight into the workings of the health care system and to analyze current issues in health policy. It is mainly a U.S. institutions–based course, with some international comparisons. It should be of interest to students preparing for all kinds of careers in health care, and to others with an interest in important public policy issues. Offered every Fall. Cross-listed with ECON 4370.
ECON 4380  **Economics of Public Health:** Uses the economic approach to study public health policies. Public health policies focus on tobacco, obesity, alcohol, illicit drugs, gun violence, sexually transmitted diseases, and other major causes of death and disease. Students apply the concepts of market failures and the principles of cost-benefit analysis to public health problems. Students examine how private sector advertising and public information campaigns, taxation, regulation, prohibition, and litigation affect public health. The course also examines policies to address health disparities related to socioeconomic status. Offered every Spring. Cross-listed with ECON 4380.

ECON 4740  **Health, Poverty and Inequality: a Global Perspective:** Course focuses on global health challenges, and how they are related to poverty and inequality

FDSC 4020  **Agriculture in Developing Nations I:** Acquaint students with the major issues and problems in international agriculture and rural development and to demonstrate how problems in development are being addressed in India and Thailand. The lectures/discussions establish the global and regional contexts for sustainable agricultural development and focus on development challenges in Asia through cases in India and Thailand. This course may be taken as a stand-alone survey course in international agriculture and rural development. However, it is primarily a preparatory course for participants selected to participate in the spring-semester selected to participate in the spring-semester course Agriculture in the Developing Nations II (IARD 6020), which includes a field trip to India during the January intersession.

FDSC 4800  **Global Seminar:** Modernization has led to development pressures that have increasingly disrupted natural systems leading to widespread concerns about the long-term viability of important environmental and ecosystem services, including those critical to food security worldwide. Case studies are used to explore interrelationships among social, economic, and environmental factors basic to sustainable development. Cases examine contemporary issues identified by participants (e.g., population growth, genetically modified foods, biodiversity, sustainable resource management, global warming, and global responsibility). Cornell faculty members lead discussions in each of the major topic areas. In addition, students participate in discussions and debates with students from Sweden, Costa Rica, Honduras, China, and Australia through live interactive videoconferences and electronic discussion boards. Next offered 2012-2013. Enrollment is limited to: juniors, seniors, or graduate students. Cross-listed as FDSC/NTRES 4800.

FDSC 6020  **International Agriculture in Developing Nations:** Designed to provide students with an opportunity to observe agricultural development in Asia and to promote interdisciplinary exchange among faculty, staff, students, and their Indian counterparts. A three-week field-study trip in January is followed by discussions, written projects, and oral presentations dealing with problems in food, agriculture, and livestock production in the context of social and economic conditions of India. Cross-listed as FDSC 6020. Cross-listed with IARD 6020.

HIST 2791  **International Humanitarianism:** This course studies international humanitarian and human rights activities from their origins to the present. The ideological and social roots of humanitarian thought and action receive attention, as does the often-overlapping, sometimes conflictual relationship between humanitarianism and human rights advocacy. Case studies will include the anti-slavery movement, the activities of faith-based groups, biographical studies of pioneering individuals, and the international response to various genocides. (EM)

ILRIC 3342  **Workplace Health and Safety as a Human Right:** Examines workplace health and safety in an international context using internationally accepted human rights principles as standards for judgment. The class will focus on workers who are at increased risk for injury and illness in a wide variety of regions and industries and the policies and strategies used to address these workers’ health and safety. Topics covered include relevant United
Nations and International Labour Organization (ILO) documents, historical perspectives, current situations, the ILRO, the U.S. Occupational Safety and Health Administration, freedom of association and worker health and safety, the use and misuse of scientific evidence, corporate social responsibility, and enforcement issues. Next offered 2012-2013.

NS 3060 Nutrition Problems of Developing Nations: “Overview of the most important nutrition problems facing developing countries today and an in-depth understanding of the nutrition problems of one country, chosen as a case study for the course. Course uses the health/care/food framework to analyze the causes of these nutrition problems. Instruction is through lectures and readings. Evaluation is through individual assignments, a group project, and exams. Next offered fall 2013-2014

PAM 2350 The U.S. Health Care System: Introduction to the U.S. health care system. Covers the interrelatedness of health services, the financing of health care, and the key stakeholders in health care delivery, including regulators, physicians, hospitals, health plans, employers, the pharmaceutical/biotech and medical device industries, and consumers. Describes the history and organization of health care, behavioral models of utilization, issues of health care reform, and current trends. Provides an overview of key policy issues, including the uninsured, the rising cost of medical care, the value of medical care, and inadequate or variable quality of care. Offered every Fall.

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Cat IV: Application & Approaches to Health Solutions

ANTHR 3462 Democratizing Research: Participation, Action, and Research: This course centers on a family of research approaches variously known as activist research, engaged research, community-based research, public scholarship, and action research. These are both alternatives to and critiques of the common forms of university-centered research that separate “expert” researchers from the subjects of research and claim that the quality of research can be determined only by trained academics. Participants in engaged research view research as a means of social learning. Most importantly, they are guided by democratic ideals and values, in pursuit of public purposes and interests. No course can cover the full range of approaches and so this course brings the different approaches to the attention of the students, shows what the strengths and weaknesses of each are, and exhibits the various strategies and methods that typify them. A subset of the students will be participating in an ongoing community service activity of their own creation. The internships/community projects will be supported and overseen by the course supervisor, a faculty board, and the director of the Cornell University Public Service Center. Offered Fall.

BEE 2510 Engineering for a Sustainable Society: Case studies of contemporary environmental issues including pollutant distribution in natural systems, air quality, hazardous waste management, and sustainable development. Emphasis is on the application of math, physics, and engineering sciences to solve energy and mass balances in environmental sciences. Introduces students to the basic chemistry, ecology, biology, ethics, and environmental legislation relevant to the particular environmental problem. BEE students must complete either BEE 2510 or BEE 2600 according to their academic plan. BEE students who complete both BEE 2510 and BEE 2600 receive engineering credit for only one of these courses.

Outcome 1: An ability to apply knowledge of mathematics, science, and engineering.
Outcome 2: An ability to communicate effectively.
Outcome 3: An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice
for engineering practice.

**BEE 3299  Sustainable Development: A Web-based course:** Sustainable development is the dominant economic, environmental, and social issue of the 21st century. This course develops the concepts of sustainable development as an evolutionary process, demanding the integration of the physical sciences and engineering with the biological and social sciences for design of systems. Topics include the nature of ecosystems, global processes, sustainable communities, and industrial ecology and life cycle analysis.

**BEE 4760  Solid Waste Engineering:** Planning and design of processes and facilities for management of municipal solid wastes. Source characterization and reduction; collection and transport systems; waste-to-energy combustion; sanitary landfills; composting; recycling and materials recovery facilities; and hazardous waste management. Emphasizes quantitative analyses.

**BME 4110  Science and Technology Approaches to Problems in Human Health:** Provides an in-depth look at diseases that impact human health along with current scientific research and engineering that is aimed at addressing these problems. Faculty from the Weill Cornell Medical College discuss health problems they are unable to treat as well as they would like, then Cornell University and Weill faculty discuss current research aimed at better understanding disease process, developing new treatment strategies, and improving patient outcomes. The course is particularly appropriate for students considering medical school or careers in biomedical science and engineering. Offered Fall.

**CEE 2550/4550  AguaClara: Sustainable Water Supply Project:** Co-Meets with CEE 4550 and CEE 5051. Offered for non-engineering students, or those not enrolled in an engineering class concurrently. Student teams conduct research, build working models, design full-scale prototypes, create design algorithms, and create educational materials for technology transfer to improve drinking water quality in the Global South. Students in CEE 2550 learn in an apprenticeship role on teams led by students in CEE 4550 or CEE 5051/CEE 5052.

**CEE 4540  Sustainable Municipal Drinking Water Treatment:** Covers the theory and design of municipal drinking water treatment processes used for removing turbidity and pathogens with a focus on the resilient technologies used by AguaClara. The course explores the technical, economic, and social constraints that determine the set of viable technologies that could be adopted to improve the availability and quality of water. Students work in teams to design water supply and treatment systems.

**HE 4060  Fieldwork in Diversity and Professional Practice: The Culture of Medicine and Public Health:** This course is part of the Urban Semester Program in New York City. Students learn through a cycle of experience and reflection. Over the course of eight weeks, students learn how to implement experience-based learning techniques and perspectives to enhance their competencies as initiates of professional practice. Students spend four days each week in an internship of their own choosing. One day each week, students have discussions with professionals who represent different aspects of the New York City economy. This exposure enables students to explore a variety of professional perspectives and practices. Students participate in reflections seminars with the director of the program to explore student internship experiences and learning.

**ILRHR 6605  Non-Profit Finance and Management:** Provides students with a practitioner’s focus on financial and managerial issues in the nonprofit sector, including universities, hospitals, government agencies, and foundations. The course will include an overview of nonprofit financial statements, debt issuance, endowment management, credit analysis, organizational governance issues, strategic planning, industry trends, executive
compensation, and philanthropy. Students will gain a comprehensive overview of all critical aspects of nonprofit management. A research paper will allow students to focus on a particular nonprofit sector (e.g., environmental organizations, trade unions, private foundations) or to focus on a functional area (e.g., endowment management, philanthropy, organizational governance.

ILROB 4710  **Social Science Research Methods:** The goal of this course is to give students the foundational skills necessary to conduct scientific research in the field of organizational behavior. Topics covered will include generating research ideas, ethical considerations, common experimental and non-experimental designs, creating surveys and other measures, interpreting results, and writing research papers. Students will be asked to conduct their own research projects as part of the class. This course focuses on methods from psychology and related disciplines and is recommended for students considering doing honors thesis research.

STS 4311  **[From Surgery to Simulation]:** A cliche among medical professionals says, “If you have a hammer, every problem looks like a nail.” In other words, treatment decisions often are dictated by available technologies. This course looks at medical technologies from dissection to X-rays to antidepressants and the ways they shape how medical professionals look at and practice upon the human body. Takes a broad view of technology, encompassing systems of practice that shape how work is conducted and the body is understood, as well as specific machines and treatments with specific uses. Considers how these technologies often are not only treatments for individual patients but also metaphors for larger cultural questions.