GLOBAL HEALTH STUDIES (HLTH)

* HLTH 081a, Current Issues in Medicine and Public Health  Robert Bazell
Analysis of issues in public health and medicine that get extensive media attention and provoke policy debates. Covid-19 is the primary focus this semester with a survey of epidemiology and other fields related to its coverage. Students critique and produce medical journalism and look at the history of coverage of topics such as vaccination, the value of cancer screening and genetic testing, determinants of a healthy lifestyle, the U.S. role in global health, and the cost of health care. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program.

HLTH 140b / SOCY 126b, Health of the Public  Nicholas Christakis
Introduction to the field of public health. The social causes and contexts of illness, death, longevity, and health care in the United States today. How social scientists, biologists, epidemiologists, public health experts, and doctors use theory to understand issues and make causal inferences based on observational or experimental data. Biocultural science and techniques of big data as applied to health.

* HLTH 155a / E&EB 106a / MCDB 106a, Biology of Malaria, Lyme, and Other Vector-Borne Diseases  Alexia Belperron
Introduction to the biology of pathogen transmission from one organism to another by insects; special focus on malaria, dengue, and Lyme disease. Biology of the pathogens including modes of transmission, establishment of infection, and immune responses; the challenges associated with vector control, prevention, development of vaccines, and treatments. Intended for non-science majors; preference to freshmen and sophomores. Prerequisite: high school biology.

* HLTH 240a / GLBL 193a, Epidemiology and Public Health  Marney White
A general introduction to epidemiology and the field of public health. Methods of epidemiological investigation, research, and practice. Emphasis on study design and the skills necessary for the conduct of mentored field research. Priority to Global Health Fellows.

* HLTH 250a / E&EB 335a, Evolution and Medicine  Stephen Stearns
Introduction to the ways in which evolutionary science informs medical research and clinical practice. Diseases of civilization and their relation to humans’ evolutionary past; the evolution of human defense mechanisms; antibiotic resistance and virulence in pathogens; cancer as an evolutionary process. Students view course lectures on line; class time focuses on discussion of lecture topics and research papers. Prerequisite: BIOL 101–104.

HLTH 280a / ER&M 214a / HIST 146a / HSHM 212a, Historical Perspectives on Global Health  Joanna Radin
In the 21st century “global health” is recognized as an influential framework for orienting action among a huge range of groups including public health workers, activists, philanthropists, economists, political leaders, and students. How did this come to pass? This survey class introduces you to the historical circumstances that have contributed to the contemporary landscape of global health. We travel through several centuries to examine how ideas about disease, colonialism, race, gender, science, diplomacy, security, economy, and humanitarianism have shaped and been shaped by attempts to negotiate problems of health that transcend geopolitical borders.

* HLTH 370a / ER&M 360a / HSHM 432a / SOCY 390a / WGSS 390a, Politics of Reproduction  Rene Almeling
Reproduction as a process that is simultaneously biological and social, involving male and female bodies, family formation, and powerful social institutions such as medicine, law, and the marketplace. Sociological research on reproductive topics such as pregnancy, birth, abortion, contraception, infertility, reproductive technology, and aging. Core sociological concepts used to examine how the politics of reproduction are shaped by the intersecting inequalities of gender, race, class, and sexuality.

* HLTH 420a / EP&E 346a, Global Health Ethics  Cara Fallon
When a new virus sweeps the globe, how should physicians, governments, and societies respond? What are an individual’s rights and responsibilities in the face of illness, and how do public health organizations prioritize competing claims? How should issues of consent, quarantine, compulsory treatment, and surveillance be managed, and how do these issues change as they transcend geographic borders? This seminar examines critical issues in global health through the method of ethical analysis. The course begins with the foundations for analyzing ethical problems, considering moral and ethical frameworks for health. We examine dilemmas such as quarantines, access to care, and the limits of autonomy, and we delve into critical challenges of vulnerable populations and global inequities. We conclude by analyzing emerging tensions posed by artificial intelligence and digital health technologies. Drawing together global health perspectives and ethical analysis, we consider the principles, tradeoffs, and central tensions that inform global health today.

* HLTH 490a / GLBL 420, Global Health Research Colloquium  Robert Hecht
This course is designed for Yale College seniors or graduate students who are synthesizing data from global health fieldwork and preparing manuscripts that are suitable for submission to a peer-reviewed journal. The course meets weekly, but the format of individual course sessions changes as described in detail in the syllabus. Students receive one-on-one instruction and mentorship from one of the course professors, participate in peer-review in small work groups, give a research-in-progress presentation, and develop a manuscript suitable for publication in a peer-reviewed journal. Enrollment is limited to 18, and preference is given to Global Health Fellows. Students must have completed global health fieldwork.

* HLTH 495a, Interdisciplinary Health Research Topics  Carolyn Mazure
Empirical research project or literature review. A faculty member who establishes requirements and oversees the student’s progress must sponsor each student. Registration requires the completion of the tutorial form with faculty sponsor. Tutorial forms must be submitted to the director of undergraduate studies within five business days from the start of the term. The standard minimum requirement is a
written report detailing the completed research or literature review. However, alternate equivalent requirements may be set by faculty sponsors. May be elected for one or two terms. May be repeated for credit. May not be used for a senior requirement. ½ Course cr