Global Health Courses
This is a listing of courses available during the 2011-2012 academic year that may be of interest to students pursuing the Graduate Certificate of Concentration in Global Health. The Spring 2012 section was updated in January 2012.

These courses are divided into two categories:
1. Global Health-related courses. These courses count toward completion of the Certificate.
2. Other possible courses. These courses may count toward the Certificate, pending approval of the course instructor and Certificate Faculty Adviser to ensure that the student completes relevant Global Health-related coursework. Generally, these courses are pertinent to Global Health, but do not focus on Global Health to the degree that the Global Health-related courses do. A course in this category could count toward the student’s certificate if it is a good fit with the student’s program and if the student’s major project or research paper for the course focuses on Global Health.

In addition, candidates may petition the Certificate Faculty Adviser to have other relevant courses count toward the Global Health Certificate. As with “Other possible courses,” such a course could count toward the student’s certificate if it is a good fit with the student’s program, if it includes a major project or research paper, and if the student’s major project or research paper focuses on Global Health.

A student request for the Certificate Faculty Adviser to approve an “Other possible course” or another relevant course toward the Certificate should be made at the start of the semester and must include:
  a. A copy of the course syllabus.
  b. A paragraph outlining the proposed Global Health major project or research paper.
  c. An email from the course instructor endorsing the proposal.

Furthermore, by the end of the semester the student should submit the major project or research paper to the Certificate Faculty Adviser for final approval.

The application deadline for the Global Health Certificate program is November 15th, 2011. Students are encouraged to meet with the Certificate Faculty Adviser (Prof. Kaveh Khoshnood) before applying to the program. Once accepted, students should meet with the Faculty Adviser to discuss courses appropriate for their individualized program.

FALL 2011

I. GLOBAL HEALTH–RELATED COURSES

ANTH 640/INRL 624, Global Health: Ethnographic Perspectives. Marcia Inhorn
Fall 2011: M 2:00-5:00 SA10 307
This interdisciplinary seminar, designed for graduate students in Anthropology and Global Health, explores in an in-depth fashion anthropological ethnographies on many of the serious health problems facing populations in resource-poor societies around the globe. The course focuses on three major issues: (1) poverty, structural violence, and health as a human right; (2) struggles with infectious disease; and (3) the health of women and children (and men, too). Within these three themes, many major issues of global health concern are addressed, including the health-demoting effects of poverty, racism, patriarchy, and inhumane conditions of life and labor in many countries; men’s and women’s sexuality in the era of HIV/AIDS; the politics of epidemic disease control and other disasters, and the role of communities, nation-states, and international organizations in responding to such crises; issues of coercion in population control and the quest for reproductive rights; and how child health is ultimately dependent on the health and well-being of mothers. The underlying purpose of the course is to develop students’ awareness of the political, socioeconomic, ecological, and cultural complexity of most health problems in so-called developing nations and the consequent need for anthropological sensitivity, contextualization, and activist involvement in the field of global health. The course is
also designed to expose students to salient health issues in many parts of the world from the United States to China. However, the primary focus is on global health issues facing sub-Saharan Africa and Latin America.

**CDE 508, Principles of Epidemiology I. Linda Niccolai**  
Fall 2011: MW 10.00-11.20 LEPH WINSL & F 9.00-12.00  
This course presents an introduction to epidemiologic definitions, concepts, and methods. Topics include history of epidemiology, descriptive epidemiology, measurement of disease occurrence and association, study design (ecologic, cross-sectional, case-control studies, cohort, and intervention), surveillance, measurement validity and screening, random variation and precision, bias, confounding, effect modification, and causality. The course also teaches skills for quantitative problem solving, and the understanding of epidemiologic concepts in the published literature.

Fall 2011: T 1:30-3:20  
The course brings historical, geopolitical, medical, and public health perspectives to bear on the study of specific epidemics, with a focus on Asia. Case studies include major epidemics such as cholera in the Philippines and plague in Manchuria in the early twentieth century, the story of Japan's biological warfare Unit 731 in World War II, recurrent influenza pandemics, and more recently, Nipah virus outbreaks in Malaysia, SARS in China, and pneumonic plague in Gujarat, India.

**EMD/CDE 543, Global Aspects of Food and Nutrition. Debbie Humphries**  
Fall 2011: MW 1.00-2.20 LEPH 101  
The course presents a core topic in global health and development that is at the intersection of science, society, and policy. The course familiarizes students with leading approaches to analyzing the causes of malnutrition in countries around the world and to designing and evaluating nutrition interventions. It covers micronutrient and macronutrient deficiencies; approaches to reducing malnutrition; the cultural, economic, environmental, agricultural, and policy context within which malnutrition exists; and the relationships between common infections and nutritional status.

Fall 2011: W 3:00-4:50 LEPH 101  
The course provides an overview of the critical issues in the global epidemiology and prevention of HIV/AIDS among vulnerable populations. The course emphasizes the importance of multidisciplinary approaches to the comprehension of and response to the HIV/AIDS pandemic. The course is designed to go beyond the mere provision of information by encouraging students to develop the ability to critically access and analyze research, programmatic, policy, and ethical challenges raised by the HIV/AIDS pandemic.

**EMD 572/F&ES 891, Ecoepidemiology. Maria Diuk-Wasser**  
Fall 2011: TTh 3:00-4:20 LEPH 102  
Diseases transmitted to humans by arthropods (vector-borne) or animal reservoirs (zoonotic) constitute the majority of globally (re)emerging infectious diseases. The purpose of this course is to explore factors underlying the risk to humans of acquiring vector-borne and zoonotic diseases (VBZD) like malaria, dengue, West Nile virus, Lyme disease, rabies, hantavirus, etc. Students learn how human risk for these diseases can be described and predicted by understanding the ecology of vectors and reservoirs and the factors allowing for maintenance and transmission of pathogens. The course utilizes a combination of lectures, discussion of primary literature, practical exercises on risk mapping, and guest speakers.
EMD 680/MBIO680, Molecular and Cellular Processes of Parasitic Eukaryotes. Diane McMahon-Pratt, Christian Tschudi
Fall 2011: MW 10.45-12.00 LEPH 108
An introductory topic-based course in modern parasitology. For each topic there is an introductory lecture followed by a journal club-like discussion session of relevant papers selected from the literature. This course provides an introduction to basic biological concepts of parasitic eukaryotes causing diseases in humans. Topics include strategies used by parasitic eukaryotes to establish infections in the host and approaches to disease control, through either chemotherapy, vaccines, or genomics. In addition, emphasis is placed on evaluating the quality and limitation of scientific publications and developing skills in scientific communication. Prerequisite: permission of the instructor.

HPA 591, Global Health Economics. Achyuta Adhvaryu
Fall 2011: T 5.00-6.50pm LEPH 101
This course is designed to provide an understanding of global health systems, particularly as they relate to the delivery, organization, and financing of health care in developing countries. The course covers three broad areas. First, it acquaints students with the existing global health architecture, highlighting the roles and interactions of global health stakeholders, and focusing on critiques of the current architecture. Second, it analyzes the way health systems in developing countries are organized, financed, and regulated, and how these policies affect health-related behaviors and health outcomes. Finally, the course highlights the opportunities and challenges posed by behavioral responses induced by health policy.

Fall 2011: M 1:30-2:20
An examination of the variety of approaches to the social, cultural, and intellectual history of medicine and public health. Reading and discussion of the recent scholarly literature in the field, sampling writings on health care, illness experiences, and medical cultures in Europe, the Americas, and Asia from antiquity to the twentieth century. Topics include the role of gender, class, ethnicity, race, religion, and region in the experience of health care and sickness and in the construction of medical knowledge; the interplay between lay and professional understandings of the body; the role of the marketplace in shaping professional identities and patient expectations; citizenship, nationalism, and imperialism; and the visual culture of medicine.

INRL 525, Methods and Ethics in Global Health Research. Kaveh Khoshnood
Fall 2011: F 9.25-11.15
Introduction to research methods in global health that recognize the influence of political, economic, social, and cultural factors. Quantitative, qualitative, and mixed-method approaches; ethical aspects of conducting research in resource-constrained settings; the process of obtaining human subjects’ approval. Students develop proposals for short-term global health research projects conducted in resource-constrained settings. Prerequisite: a course on statistics (may be taken concurrently) or permission of the instructor.

INRL 527/LAW 20571, Comparative and International Bioethics. Stephen Latham
Fall 2011: TTh 11:35-12:50
Approaches in different countries, both developed and developing, to a number of core issues in biomedical ethics: organ transplants, end-of-life care, human-subject research, and access to health care. Readings in primary and secondary sources, including international treaties and standards.

INRL 529, Water, Infectious Disease, and Global Health. Kristina Talbert-Slagle
Fall 2011: W 1:30-3:20
Water is fundamental to life. We cannot survive without it, and yet unsafe water threatens the health of people throughout the world. This course focuses on the role of water in global health, with emphasis on the myriad ways that water affects the spread of disease, how poor sanitation contributes to unsafe water, and the different interventions that may improve water quality—and therefore, health—of people around the world.
II. OTHER POSSIBLE COURSES

EHS 581, Medical and Public Health Emergency Planning and Operations. Sandy Bogucki
Fall 2011: Th 3.00-4.50 LEPH 115
This course focuses on the Emergency Support Functions #8 (ESF #8), which are the planning and response functions related to public health and health care. It encompasses the seventeen functional content areas comprising the health and medical response to disasters. ESF #8 places the critical health and medical functions in the context of a large-scale event that includes other social, economic, and civil aspects. This is the magnitude of incident targeted by the National Health Security Strategy, in which public health consequences can destabilize national security. In major disasters and public health emergencies, much of the responsibility for incident management resides in the emergency management community, while leadership of the health and medical response is assigned by law and policy to public health as the lead agency for ESF #8. This course focuses on the requirements for planning and response that will be generated by specific public health threats; how to develop plans that include both procurement and deployment of the required resources; and how to execute those plans within the complex, interagency, operational environment. A unique component of the course is participation in the Yale-Tulane VMOC (virtual medical operations center), which assists with a common operating picture and briefing materials for decision makers in a public health emergency.

F&ES 825/LAW20326/EVST320, International Environmental Law. Nicholas Robinson
Fall 2011
An introduction to public international law that both governs the global commons—atmosphere, climate, oceans, and stratospheric ozone layer—and guides the national obligations for ensuring transnational public health, advancing sustainable development, and managing the Earth’s shared resources: sources of energy and renewable stocks of plants and animals, biodiversity, and ecosystems services. The course examines the emerging human rights to the environment, principles of international environmental law, and international duties for public participation in environmental decision making and access to justice. The major multilateral environmental agreements (MEAs) are studied, with examples of how States enact environmental law regimes to implement the MEAs. Decision-making procedures of United Nations agencies and other international and regional policy and legal decision-making bodies are critically examined. The main texts are a law school casebook, D. Hunter, D. Zaelke, and J. Salzman, International Environmental Law and Policy (Foundation Press, 2002), and the UN Environment Programme’s commissioned restatement of this body of law, N.A. Robinson and L. Kurukulasuriya, Manual on International Environmental Law (UNEP, 2006).

F&ES 848, Climate Change: Impacts, Adaptation and Mitigation. Robert Bailis
Fall 2011: W 1.00-3.50 KRN G01
This is an interdisciplinary graduate course designed for students who are familiar with the basic science of climate change and the international negotiations that have occurred since the drafting of the United Nations Framework Convention on Climate Change (UNFCCC) in 1992. The course draws on diverse fields ranging from economics to international relations and energy systems analysis. We examine climate change from an international perspective, with particular emphasis placed on the world's developing countries. The course opens with a brief review of the latest scientific findings, the most recent developments in climate change policy, and an overview of common tools that analysts use to examine the climate question. We then devote roughly half of the term to examining climate change impacts and adaptation and half to mitigation. In looking at impacts and adaptation, we examine social and biophysical vulnerabilities to environmental change and explore the policies and measures that have been proposed to minimize the impacts of climate change. In examining mitigation, we discuss technological options, policies, and socioeconomic impacts of mitigative measures. The course has a mixed lecture-discussion format. Participation during discussion is strongly encouraged and is incorporated in student evaluations. In addition, there are several guest speakers and potentially one field trip to the United Nations. Course enrollment limited to 25.
HPA 510, Health Policy and Health Systems. Michael Gusmano
Fall 2011: TTh 1.00-2.20 LEPH WINSL
This course provides an introduction to the making and understanding of health policy. The various goals of policy making and the alternative means of achieving those goals are examined. Health issues are placed in the context of broader social goals and values. The current performance of the health care system is assessed, with particular emphasis on shifting needs, rising costs, and changing institutional arrangements. The course provides an overview of the important actors in the health care and political systems and introduces students to methods for understanding their behavior. Students apply these methods to a set of concrete policy issues.

SPRING 2012

I. GLOBAL HEALTH–RELATED COURSES

ANTH 552: Epistemologies of Health, Medicine and Science. P. Sean Brotherton
Spring 2012: M 1.30-3.20 SA10 105
This seminar will review theoretical positions and debates in the burgeoning fields of medical anthropology and science and technology studies (STS). We will begin this seminar by reading Georges Canguilhem's The Normal and the Pathological as a starting point to explore how “disease” and “health” in the early 19-century became inseparable from political, economic, and technological imperatives. By highlighting the epistemological foundations of modern biology and medicine, the remainder of this seminar will then focus on major perspectives in, and responses to, critical studies of health and medicine, subjectivity and the body, psychiatric anthropology, global health, and humanitarianism and medicine.

ANTH 655/WGSS 659, Masculinity and Men’s Health. Marcia Inhorn
Spring 2012: M 2:30-4:20
This interdisciplinary seminar, designed for students in Anthropology; Women's, Gender, and Sexuality Studies; and Global Health, explores in an in-depth fashion ethnographic approaches to masculinity and men's health around the globe. The course begins with two theoretical texts on masculinity, followed by eleven anthropological ethnographies on various dimensions of men's health and well-being. Students gain broad exposure to a number of exigent global men's health issues, issues of ethnographic research design and methodology, and the interdisciplinary theorizing of masculinity scholars in anthropology, sociology, and cultural studies. In particular, the course demonstrates how anthropologists studying men's health issues in a variety of Western and non-Western sites, including the Middle East, Africa, Latin America, and Asia, have contributed to both social theory and ethnographic scholarship of importance to health policy.

EMD 583, Public Health Surveillance. Amanda Durante
Spring 2012 W 5:30-7:20
This course is intended to provide students with a strong foundation in public health surveillance of both infectious and noninfectious disease. The course teaches the theory and practice of surveillance, supported by many examples of surveillance systems from the developing world. The class builds on and reinforces basic epidemiological concepts. Students are given the opportunity to design and evaluate a surveillance system.

ENAS 805, Biotechnology and the Developing World. Anjelica Gonzalez
Spring 2012: TTh 1.00-2.15
Recent advances in the medical sciences have led to innovative new therapies and diagnostics for improving global health. While many of these new resources have been motivated by health problems in the developed world, there has been an increasing push to bring relevant technology to the third world. Beyond the specific scientific barriers to develop a given therapy, additional creativity is required to address the unique challenges (cost, distribution, heat stability, and follow-up) associated with bringing a successful therapy to the third
world. This course will focus on five areas in which biotechnology advances are having a direct impact in third world nations: 1) vaccines, 2) drug therapy, 3) molecular diagnostics, 4) non-invasive imaging, and 5) transgenic crops. In addition to describing the specific technologies, significant classtime will be devoted to exploring anthropological, cultural, and ethical issues attributed to introducing these technologies to a developing country. Non-government organizations (NGOs) and funding agencies aimed at using existing and new advances in biotechnology to improve health of the global south will be surveyed in one session of the course. The course will conclude with presentations in which students will identify a specific health burden in a world region, survey local challenges, and propose opportunities in which new techniques in biotechnology would be used to contribute to a solution. A written report will complement the presentation as part of the final project.

F&ES899/EHS 560, Sustainable Development in the Post-Disaster Context. Gordon Geballe
Spring 2012: W 1.00-4.00
The courses with a community partner, L'Hopital Albert Schweitzer (HAS). HAS asked Yale to develop projects over a period of five years to help reverse public health and environmental stresses. The course will continue previous projects and establish new ones. The course includes a ten day trip to Haiti over spring break.

Spring 2012: F 1.00-3.50
The course will focus on critical challenges to the health of the poor in low- and middle-income countries and pay particular attention to how these health gaps can be addressed in low-cost and highly effective ways. The course will cover the architecture of global health, key trends in approaches to meeting the health needs of the poor in low- and middle-income countries, and how science and technology can be harnessed for this purpose. It will examine the burden of disease and the determinants of this burden. It will cover the leading causes of illnesses, disability, and premature death from communicable and non-communicable diseases, with special attention to women and children. It will focus particular attention on key health systems issues and recent efforts to overcome them, even in low-income settings. The course will be conducted largely through interactive discussions. Readings will focus on helping students gain an understanding of the most fundamental issues on key topics and how they can be addressed. Case studies on both issues and on solutions to them will be employed in both assignments and in class. Students will be asked to prepare 4 policy briefs of 6 pages each for the course. There will be no mid-term or final examination.

HPA 592/INRL 528, Strategic Thinking in Global Health. Elizabeth Bradley, Leslie Curry, Michael Skonieczny
Spring 2012: MW 9.00-10.15
The course defines and applies a set of core principles regarding development and implementation of grand strategy and problem solving in global health. Students understand and apply principles of grand strategy and strategic problem solving, which are taught at both a conceptual and a practical level as applied to common problems in global health. Students develop expertise in political and policy analysis as well as organizational theory and leadership skills that are central to addressing global health issues in low- and middle-income countries.
Permission of instructor required

INRL 522, Social, Economic, and Political Dimensions of Development. Jennifer Ruger
Spring 2012: T 3.00-4.50
Aspects of development explored with a focus on the health and well-being of disadvantaged and at-risk populations. The philosophical foundations underlying the field of development; how to distinguish different paradigms of development.
BILLIONS LACK ACCESS TO BASIC MEDICAL CARE, AND GLOBAL HEALTH INEQUALITIES ARE WIDE AND GROWING. SUCH RADICAL DISPARITIES CAST DOUBT ON THE JUSTICE OF SUPRANATIONAL INSTITUTIONAL ARRANGEMENTS (SUCH AS THE TRIPS AGREEMENT) AND ALSO POSE ETHICAL CHALLENGES FOR THE GLOBAL HEALTH COMMUNITY, ESPECIALLY INTERNATIONAL AND DOMESTIC HEALTH AND DEVELOPMENT INSTITUTIONS. SEEKING TO ILLUMINATE THE NORMATIVE ISSUES INVOLVED, THE COURSE FEATURES A SERIES OF DISTINGUISHED VISITORS, INCLUDING ACADEMICS AS WELL AS A FEW IMPORTANT REPRESENTATIVES OF INTERNATIONAL ORGANIZATIONS, POLITICS, FOUNDATIONS, NGOs, AND RELEVANT INDUSTRIES. FOLLOWS LAW SCHOOL ACADEMIC CALENDAR.

INRL 713, CRITICAL ISSUES IN DEVELOPMENT POLICY. PIA BRITTO
Spring 2012: Th 3:30-5:20
The focus of the course is on national policy development. Students are exposed to the relationship among international agencies, international development frameworks, human rights instruments, and national governments in formulating national social and public policies with respect to economic and social development. The course uses early childhood, an epoch of human development, as an example to study national policy making. A policy laboratory methodology is employed to demonstrate application of policy development knowledge learned in class to a real-world setting. Selected students are offered the opportunity to travel, during spring break, to a developing country to observe and participate in policy development meetings with high-level policy makers and international development partners.

INRL 626/CDE 524, MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT IN HUMANITARIAN SETTINGS. WIESE A. TOL
Spring 2012: Th 1:30-3:20
Mental health contributes 14 percent to the global burden of disease. In settings affected by natural or industrial disasters, armed conflicts or war, it constitutes a crucial public health concern. Combining multidisciplinary theoretical approaches with empirical research and interventions, this course is aimed at students who are interested in working in humanitarian settings on issues of mental health and psychosocial support, both from a research and practice point of view. Particularly relevant for students in international and area studies, public health, mental health, (clinical) psychology, (medical) anthropology, (medical) sociology, and related disciplines and anyone interested in bridging the gap between academics and practitioners in this field.

II. OTHER POSSIBLE COURSES

EHS 582, ADVANCED MEDICAL AND PUBLIC HEALTH EMERGENCY PLANNING AND OPERATIONS. SANDY BOGUCKI
Spring 2012: Th 3.00-4.50
This course focuses on operational and strategic aspects of response to domestic and international public health and medical emergencies. It emphasizes theory, strategies, ethics, and practical applications in preparation for and response to disasters, outbreaks, and acts of terrorism. The course examines specific events such as 9-11, Hurricane Katrina, and H1N1, and studies how these events impacted federal and state laws, policies, strategies, and institutions. Additionally, the course looks at the practical aspects of preparing future leaders in the public health profession by teaching students how to design training programs for the workforce, prepare and conduct exercises and drills and examines the challenges that arise during preparation and response. This course also offers two unique venues for service learning: participation in the Yale-Tulane VMOC (Virtual Medical Operations Center), which assists with a common operating picture and briefing materials for decision makers in a public health emergency, and working with the City of New Haven’s Department of Health’s Office of Emergency Response.
F&S 712, Water Resource Management, Shimon Anisfeld
Spring 2012: W 2:30-6:30
An intermediate-level exploration of water resource management at scales ranging from local to global. The course looks at multiple dimensions of the water crisis, including both human and ecosystem impacts, quantity and quality issues, and science and policy. Theory is illustrated through a variety of case studies. Topics covered include global water resources; flooding; water scarcity; residential, agricultural, and industrial water use; water and health; impacts of climate change and land use change; stormwater management; dams and other technologies for water management; human impacts on aquatic ecosystems; water and energy; water economics; water rights and water conflict and cooperation. Three hours lecture; several homework assignments; several field trips.

MGT 526, Doing Business in the Developing World. A. Mushfiq Mobarak
Spring 2012: M 1:00-4:00
This course examines the challenges faced by for-profit firms and non-profits operating in the developing world. The course is divided into two parts. The first part, comprising roughly two-thirds of the course, focuses on conducting business in environments with weak or deficient institutions, including corruption, political risk, and poor investor protection. The second part explores the role of the private sector in development, including both the contributions to and the costs imposed by multi-nationals, non-profits, and NGOs in developing countries. Specific policy issues to be discussed include low wages, environmental protection, resource depletion, social marketing and microfinance. This course is intended to provide economics tools and frameworks that are likely to be of use in international business strategy. The goal is not to become experts about any one particular country or region; rather, we seek broad principles that can be applied across many countries, markets, and firms. We will use insights from economics research to analyze cases and real world examples from newspaper and magazine articles. The final project is designed to get students to integrate and apply the concepts learned in the course.