

# PUBLIC HEALTH STUDIES

<http://krieger.jhu.edu/publichealth/>

Public health combines a prevention orientation with a population perspective in pursuit of better health for all members of society. Public health professionals deal with critical large-scale issues such as access to health care; chronic disease control; mapping, predicting, and containing outbreaks of infectious disease; as well as researching factors such as gender, poverty, and education that contribute to health outcomes. Public health has close ties with medicine through clinical and biomedical research and healthcare policy.

The Public Health Studies Program offers undergraduates a major that links them to the world of public health through core courses taken on the Homewood campus, as well as electives taken at the Johns Hopkins Bloomberg School of Public Health (JHSPH).

Core coursework at Homewood includes Introduction to Public Health, Research Methods in Public Health, Fundamentals of Epidemiology, Environment and Your Health, Fundamentals of Health Policy and Management, Biostatistics, and a course in Social and Behavioral Health. Students also take coursework in Social Sciences, Biology and Calculus. Students will select additional public health coursework from a range of options that include global health, demography, health economics, medical sociology, history, and politics. The major is flexible and easily adapted to further coursework in the natural and social sciences. About two-thirds of Public Health Studies majors complete the premedical core curriculum.

Public Health Studies majors also complete the Public Health Applied Experience as part of their undergraduate degree requirements. This involves a supervised, hands-on experience working with public health professionals. The goal of the applied experience requirement is to ensure that students have practical public health exposure in a research or community setting. Find more information at <http://krieger.jhu.edu/publichealth/applied-experience/>

The Johns Hopkins Bloomberg School of Public Health is the oldest and largest school of public health in the United States. Although its primary function is as a graduate school, seniors majoring in public health studies take a semester's worth of courses therein fulfilling their B.A. degree requirements. Undergraduates may take classes in any of the 10 departments at JHSPH. Many students also get involved in ongoing research projects at JHSPH.

Available coursework at JHSPH includes the following areas: health education, environmental health sciences, epidemiology, health finance and management, health policy, human genetics, immunology and infectious diseases, international health, maternal and child health, mental health, nutrition, occupational medicine/health protection and practice, population studies, toxicology, and tropical medicine, among others.

An honors option is available to Public Health Studies seniors with a major GPA of at least 3.5. Public Health Honors students complete an independent research project under the supervision of a JHU faculty member and with the guidance of the Honors seminar instructor. Students register for AS.280.495 Honors In Public Health - Seminar in the fall and AS.280.499 Honors in Public Health in the spring. Interested students should discuss their plans with their PHS advisor no later than the spring of their junior year.

Many Public Health Studies students have pursued international public health internships and study abroad opportunities both during the academic year and over the summer. In addition to a wide array of general options available through the JHU Office of Study Abroad, the PHS program runs a public-health specific program during Intersession (3 weeks) in Uganda, which includes both academic and applied components and allows students to earn graded JHU credits which can be used toward the Public Health Studies major. The Uganda program compares health issues in urban and rural settings. For more information, go to [krieger.jhu.edu/publichealth/academics/study-abroad/](http://krieger.jhu.edu/publichealth/academics/study-abroad/) (<http://krieger.jhu.edu/publichealth/academics/study-abroad/>).

The Public Health Studies office is located in the 3505 North Charles Building, adjacent to the Homewood campus. Public Health Studies advisors may be consulted about the various courses, careers, and graduate programs in public health on a walk-in basis or by appointment. Students can make an appointment via the PHSCal scheduling system (<http://apps.krieger.jhu.edu/phscal>). (<http://apps.krieger.jhu.edu/phscal/>) Information can also be obtained by emailing [phstudies@jhu.edu](mailto:phstudies@jhu.edu) or at <https://krieger.jhu.edu/publichealth/>.

## Bachelor of Arts/Masters Program

The Bachelor of Arts/Master of Health Sciences (BA/MHS) and Bachelor of Arts/Master of Sciences in Public Health (BA/MSPH) programs are a coordinated academic collaboration between the Krieger School of Arts and Sciences and the Johns Hopkins Bloomberg School of Public Health. It enables talented and committed Public Health Studies majors to complete a BA from KSAS and master's degree from the JHSPH in five to six years.

The Department of Environmental Health Sciences, Department of Epidemiology, Department of Mental Health and Department of International Health will consider JHU undergraduates majoring in Public Health Studies for admission to the BA/MHS program. The Department of Environmental Health Sciences also offers a BA/MSPH in Occupational and Environmental Hygiene. The Department of Health Policy and Management offers a BA/MSPH in Health Policy. The Department of Population, Family and Reproductive Health offers two BA/MSPH programs, one in Adolescent Health, and the second in Sexual and Reproductive Health.

Public Health Studies students apply for early admission during their junior year. Admitted students must complete the BA degree before formally enrolling in the graduate school, but up to 16 of the public health credits earned inter-divisionally toward the BA may also apply toward the MHS or MSPH degree. In addition, students in this program will receive co-advising from both schools to optimize their academic experience. Find more information at <http://krieger.jhu.edu/publichealth/academics/>.

## Programs

- Public Health Studies, Bachelor of Arts (<https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/degree-programs/public-health-studies/public-health-studies-bachelor-arts/>)

For current course information and registration go to <https://sis.jhu.edu/classes/>

## Courses

### AS.280.101. Introduction to Public Health. 4 Credits.

This course provides an overview of the field of public health. Topics include the major causes of morbidity and mortality; the socioeconomic, behavioral, and environmental factors that affect health; the analytical methods used in the field; the role of government in protecting the public's health; key features of the U.S. health care system; and current challenges in the field. The course also introduces students to the basic conceptual models and approaches that are central to public health practice. This course is restricted to freshmen. Your enrollment may be withdrawn at the discretion of the instructor if you don't meet one of those criteria.

Area: Social and Behavioral Sciences  
Writing Intensive

### AS.280.120. Lectures on Public Health and Wellbeing in Baltimore. 1 Credit.

An introduction to Urban Health with Baltimore as a case study: wellbeing, nutrition, education, violence and city-wide geographic variation. Lectures by JH Faculty, local government/service providers and advocates.

Area: Social and Behavioral Sciences

### AS.280.161. Applications of Biological Concepts in Public Health. 3 Credits.

This course explores the basic biology concepts relevant to public health. Case studies will be used to examine key scientific principles and their application. This course is designed for public health students who are not intending to pursue a career in natural sciences or medicine. This course satisfies the Public Health Studies Biology requirement, but does not satisfy Pre-Med requirement. All freshman must have taken or be currently enrolled in AS.280.101 to register. Department Approval Required.

**Prerequisite(s):** AS.020.151  
Area: Natural Sciences  
Writing Intensive

### AS.280.225. Population, Health and Development. 3 Credits.

This course will cover the major world population changes in the past century as well as the contemporary situation and projections for this century. Topics include rapid population growth, the historical and continuing decline of death and birth rates, contraceptive methods as well as family planning and child survival programs, population aging, urbanization, population and the environment and the demographic effects of HIV/AIDS and Covid.

Area: Social and Behavioral Sciences

### AS.280.240. Research Methods in Public Health. 4 Credits.

This course examines the research process, with an emphasis on formulating research questions, critically evaluating published research, and drawing objective conclusions from a body of scientific literature. Students conduct a systematic review of the scientific literature related to a public health issue. Labs focus on developing and documenting a sound review methodology and communicating the review findings effectively in writing.

**Prerequisite(s):** AS.280.101 AND (AS.280.345 OR AS.200.314 OR EN.553.230 OR EN.553.310 OR EN.553.311 OR EN.553.420 OR EN.553.421 OR EN.553.430 OR EN.560.348 OR EN.553.211 OR AS.200.201) OR (EN.553.111 AND EN.553.112)

Area: Social and Behavioral Sciences  
Writing Intensive

### AS.280.312. Media, Politics, and Evidence in the History of Public Health. 3 Credits.

This writing intensive course will encourage students to consider what counts as evidence among public health professionals as well as popular audiences. Using case studies from the field of epidemiology, now emblematic of the field, students will learn about historical changes in theories of population health and disease. Through a series of writing assignments, students will interrogate the formal structure of scientific arguments and gain practice in synthesizing and communicating complex ideas to a lay audience. Juniors/Seniors Only

**Prerequisite(s):** AS.280.350

Area: Humanities, Social and Behavioral Sciences  
Writing Intensive

### AS.280.314. Truth, Evidence, and Influence: Case Studies in Public Health. 3 Credits.

This course examines the roles of science, media, politics and business in our society and explores how these spheres interact to influence our health. We will develop a conceptual framework that illustrates these relationships by analyzing historical and current case studies in public health, including HIV/AIDS, COVID-19, gun violence, climate change, and the opioid epidemic. We will discuss the nature of "evidence" and how it is used by various entities and actors to advance their interests, sometimes obscuring the truth. Students will write reflections on course materials, participate in classroom discussion, and undertake independent and group projects.

**Prerequisite(s):** AS.280.101;AS.280.350

Area: Social and Behavioral Sciences

### AS.280.320. Seminar on Public Health and Well-being in Baltimore. 3 Credits.

Seminar combines lectures from AS.280.120 with additional readings and discussion to more deeply address urban health issues. The course will revolve around student projects that can impact health and wellbeing in Baltimore. If you are accepted for this course do NOT register for AS.280.120. Course registration is by instructor permission only. You will be asked to provide a brief description of a project in order to determine your potential linkage with this course. This course is utilizing the online active approval process. Permission requests should be submitted via SIS Self-Service upon the opening of your registration period. The instructor will review requests and approve registrations using SIS Self-Service for Faculty. Please note, a request does not guarantee registration into the course. Status inquiries should be addressed to the instructor or departmental administrator.

Area: Social and Behavioral Sciences

### AS.280.330. Mind-Body Practices and Public Health. 3 Credits.

This course will focus on mind-body practices and their place in public health. We will learn about different mind-body practices and talk about if/how mind-body practices can help ameliorate the national burden of disease. We will also learn how to identify evidence based practices (EBPs) in public health and learn the core components of designing EBPs. We will then combine what we learned about mind-body practices and designing EBPs to create programs that lessen the burden of disease. The mind-body portion of this course is experiential and will include the practice of meditation, yoga, other mindfulness exercises. You will also be asked to reflect on these practices through journaling.

**Prerequisite(s):** AS.280.101

Area: Social and Behavioral Sciences

**AS.280.335. The Environment and Your Health. 3 Credits.**

This course surveys the basic concepts underlying environmental health sciences (toxicology, exposure assessment, risk assessment), current public health issues (air, water- and food-borne diseases) and global health threats (climate change, designing healthy communities, and environmental justice).

**Prerequisite(s):** AS.280.101 OR AS.270.103

Area: Natural Sciences

**AS.280.336. HIV/AIDS Policy, Politics and Ordinary Lives in Southern Africa. 3 Credits.**

Area: Social and Behavioral Sciences

**AS.280.337. Community Partnership: Theory and Engagement. 3 Credits.**

Area: Social and Behavioral Sciences

**AS.280.340. Fundamentals of Health Policy & Management. 3 Credits.**

Through lectures and small group discussions, students will develop a framework for analyzing health care policy problems and gain familiarity with current issues including managed care, Medicare and the uninsured. Public Health Studies majors have 1st priority for enrollment. Your enrollment may be withdrawn at the discretion of the PHS program if you are not a PHS major.

**Prerequisite(s):** AS.280.101

Area: Social and Behavioral Sciences

**AS.280.345. Public Health Biostatistics. 4 Credits.**

Using problem-based learning focusing on public health topics, students learn to describe & summarize data, make inferences regarding population parameters, & test hypotheses. Recommended Course Background: Four years of high school math.

**Prerequisite(s):** Statistics Sequence restriction: students who have completed any of these courses may not register. EN.550.211 OR EN.550.230 OR AS.200.314 OR AS.200.315 OR EN.550.310 OR EN.550.311 OR EN.560.435 OR EN.550.420 OR EN.550.430 OR EN.560.348

Area: Quantitative and Mathematical Sciences

**AS.280.346. Introduction to R Programming for Public Health. 1 Credit.**

Formerly known as Advanced Biostatistics Laboratory, a complementary course to 280.345, Public Health Biostatistics, this course teaches R programming skills necessary for conducting independent data analyses, beyond those presented in the main course. No programming experience is necessary, but a willingness to learn independently and work with other students is indispensable.

**Prerequisite(s):** AS.280.345

Area: Quantitative and Mathematical Sciences

**AS.280.347. Health Data Analysis Practicum. 3 Credits.**

Students will learn to formulate precise scientific and policy questions, design exploratory and confirmatory statistical analyses to address the questions, conduct appropriate analyses using the statistical package R, and communicate their findings through graphical and tabular displays that are presented in writing and in person. The course will be run seminar style in which students conduct data analysis to present to one another in one meeting per week. Evaluation will be through class participation and a final project in which students will analyze their own data set to address a question of their choice. Students need to have taken an introductory statistics course at the level of AS.280.345 (Public Health Biostatistics) and must have some experience using the statistical software R to perform basic analyses.

Area: Quantitative and Mathematical Sciences

**AS.280.349. Making Work Safer. 3 Credits.**

This course explores major health and safety issues that affect workers in the United States, with an emphasis on developing and selecting interventions to prevent occupational injuries. In this course, students will examine the morbidity, mortality, and economic costs associated with work-related injuries; interact with key surveillance systems and other data sources used for tracking such injuries; and apply principles of injury prevention and decision-making through a basic policy analysis process.

**Prerequisite(s):** AS.280.340

Area: Social and Behavioral Sciences

**AS.280.350. Fundamentals of Epidemiology. 4 Credits.**

A practical introduction to epidemiology focusing on the principles and methods of examining the distribution and determinants of disease morbidity and mortality in human populations.

**Prerequisite(s):** AS.280.101

Area: Quantitative and Mathematical Sciences

**AS.280.355. Introduction to Social and Behavioral Determinants of Health. 3 Credits.**

Introduces students to a social ecological perspective of population health; Explains key theories and models of health behavior; Describes social and behavioral factors affecting health outcomes; Illustrates the role of factors such as racism, income inequality, social norms, culture, communication and psychological constructs in health outcomes; Demonstrates applications of these theories and models in health behavior research and intervention.

**Prerequisite(s):** AS.280.101

Area: Social and Behavioral Sciences

**AS.280.365. Public Policy, Politics and Public Health. 3 Credits.**

This course is composed of lectures on issues that impact the arena of public health and public policy, viewed through a health equity lens. With real-life examples of public health and public policy issues and practices in Baltimore and around the country, this course will provide real-life experiences in the fields of public health and public policy. Throughout the course a major effort will also be made to expose students to the wide array of opportunities that are available to those pursuing a career in public health.

**Prerequisite(s):** AS.280.101

Area: Social and Behavioral Sciences

**AS.280.380. Global Health Principles and Practices. 3 Credits.**

Global health addresses the staggering global disparities in health status, drawing on epidemiology, demography, anthropology, economics, international relations and other disciplines. We review patterns of mortality, morbidity and disability in low and middle income countries, starting with malnutrition, infectious diseases and reproductive health, and continuing to an emerging agenda including mental health, injury prevention, surgical care, chronic diseases, and health impacts of climate change. Gender, health systems and health workforce challenges, and career trajectories in global health are also discussed. Recommended course background: Minimum of one prior course in Public Health.

Area: Social and Behavioral Sciences

**AS.280.390. Power, Positionality, and Social Change: Theories and Methods of Community Partnerships. 3 Credits.**

In this course, students will discuss the importance of history, contexts, and structures of power that influence community partnerships addressing social determinants of health. We will explore sociological, educational, and organizational theories and methodologies to frame community engagement practices that center community voices and redistribute power dynamics in partnerships aimed at improving community health. This course is valuable to students who want to prepare themselves for engaging communities collaboratively, through anti-oppressive lenses. By the course's conclusion, students should have an understanding of how to account for and address the systems, history, and positions of power that affect the success and anti-oppressive outcomes of community projects that address social determinants of health.

**Prerequisite(s):** AS.280.101;AS.280.355 OR AS.230.341 can be taken prior to enrolling or at the same time as AS.280.390.

Area: Social and Behavioral Sciences

**AS.280.399. Community Based Learning - Practicum Community Health Care. 3 Credits.**

This course introduces students to a social structural, justice orientation to public health, with an emphasis on service learning in Baltimore City. Through lectures, class discussions, reflection practices and experiential learning, students will gain an understanding of education, healthcare, housing and other sectors as social determinants of health. The course draws on a social ecological framework and highlights the role of relationships and policies in impacting community resources foundational to health and well-being. Students will choose a community-based organization according to their interests and schedule and, working in teams, complete 45 hours of service-based learning. Grades are based on class participation, completion of a service learning project, group presentation, and papers. Open to Junior Public Health Studies majors and, space permitting, to others upon permission of instructor. This course qualifies as a PHS upper elective; however, it does not satisfy the PHS Applied Experience requirement.

Area: Social and Behavioral Sciences

**AS.280.447. Ethical Considerations When Working With Marginalized Populations- A Public Health Perspective. 3 Credits.**

Interested in developing best practices to work with marginalized people in public health? This course is for you! We will use a combination of lectures and discussions to critically analyze public health research methodologies at the intersection of ethics, justice, and human rights when working with marginalized populations. The first part of the course is an introduction to theory to equip students with a shared language to understand how marginalization, justice, and ethics are conceptualized in public health. In the second part of the course, students will delve deeper into various public health research methodologies and apply ethical guidelines to a variety of public health cases in the U.S. and internationally. The course will culminate with students designing case studies to present and provide feedback on based on ethical considerations. Gordis Teaching Fellowship course. Priority registration given to Public Health Studies majors. Other students will be permitted to register as space allows.

Area: Social and Behavioral Sciences

**AS.280.448. Vaccine Development, Epidemiology, and Hesitancy in the Modern World. 3 Credits.**

Immunization is one of the most cost-effective and successful public health measures available, but loss of public confidence in vaccines has resulted in the resurgence of vaccine-preventable diseases. This course will review the process of vaccine development and students will understand the use and utility of immunizations for disease prevention. Students will gain an in-depth understanding of the vaccines that have been successfully introduced into routine immunization schedules. This course will discuss post-licensure vaccine surveillance as well as current domestic and international policy issues in vaccine development, supply, delivery and utilization. We will also examine the origins of vaccine hesitancy and discuss the impact of "anti-vaxxers" on immunization coverage and the subsequent return of vaccine-preventable diseases. Students will have the opportunity to work in teams to critically evaluate multi-level interventions to target vaccine hesitancy and improve immunization coverage, and propose a recommendation that will reduce the morbidity and mortality of a specified vaccine-preventable disease. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

**Prerequisite(s):** AS.280.350

Area: Social and Behavioral Sciences

**AS.280.449. Corporate Influence on Public Health. 3 Credits.**

Corporate practices are an often under-recognized social determinant of health. Corporate-induced disease contributes to morbidity and mortality worldwide, and a better understanding of the mechanisms underlying corporate-induced diseases illuminates pathways by which social and environmental factors influence health. This course will investigate the influence of industry using tobacco, alcohol, sugar-sweetened beverage, food, and pharmaceutical industries as examples, emphasizing ecological models. Students will evaluate the historical and current role of each industry as they effect health outcomes, research, public health policy, and public perceptions and behaviors. Students will use case studies from around the globe that exemplify instances of influence and interference and critically consider the power and activity of multibillion-dollar multinational companies. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Area: Social and Behavioral Sciences

**AS.280.450. The Dreaded R-Word: The Ethics of Rationing and Resource Allocation in Health Care. 3 Credits.**

Uwe Reinhardt, the renowned Princeton health economist, once labeled rationing as “the dreaded ‘R-word.’” Sarah Palin infamously criticized the Affordable Care Act for, in her view, setting up rationing “death panels.” Many others recoil from the idea of rationing, considering it a “heartless, mechanistic withholding of desirable goods or services by faceless bureaucrats.” In contrast, “resource allocation” does not typically inspire the same response. Why does the idea of rationing in health care generate such a negative emotional response? Is this response justified? Does rationing differ from resource allocation as a means of setting priorities for health care? Who has the authority to set priorities for health care? On what basis should priorities be set? Why must priorities be set at all? This class addresses questions like these and offers a broad introduction to the ethics of priority-setting in health care. The class will devote significant time to understanding both the conceptual and normative foundations of priority-setting as well as specific proposals for how to set priorities. We will explore priority-setting in health care at both the individual and population level through various case studies including organ transplants and flu pandemic preparation. We will discuss priority-setting in the context of public health and universal health coverage and explore the role of global organizations like the World Health Organization and World Bank in setting priorities for health care. We will also consider whether priority-setting is compatible with the pursuit of social justice. Gordis Teaching Fellowship course.

Area: Social and Behavioral Sciences

**AS.280.451. Born a Girl: Issues in Women's Health From a Life Course Perspective. 3 Credits.**

The discussion surrounding women’s health has often remained limited to understanding women’s reproductive health needs. This course seeks to move beyond this topic to explore the key issues affecting women’s health, utilizing a life course perspective. This undergraduate course will focus on a select number of themes including: a) understanding the history of women’s health; b) sexual and reproductive health; c) maternal health; d) violence against women and girls; e) the needs of younger girls and aging women; and f) how mental health and stigma affect women. The course brings both U.S. and global perspectives to enhance the understanding of how the field of women’s health has evolved over time. It will also address some of the challenges public health professionals continue to face in addressing the health and wellbeing of women today. This seminar-style course combines class presentations with journal clubs and small group discussions. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

**Prerequisite(s):** AS.280.350

Area: Social and Behavioral Sciences

**AS.280.452. Policy, Politics, and Power in Health Equity. 3 Credits.**

Health disparities are avoidable, unjust differences in health opportunities and outcomes related to factors such as race and ethnicity, education, class, citizenship, disability, sex and gender identity, and sexual orientation. These disparities reflect the systems that distribute resources, privileges, and power across society and mediate exposure to physical and mental health hazards such as economic deprivation, discrimination, violence, unhealthy environments, uninsurance, and inadequate medical care. Health equity, which is often referred to as social justice in health, is an ethical value that drives efforts to eliminate these disparities. As the National Academy of Medicine asserts in each of its reports, “Knowing is not enough; we must apply. Willing is not enough; we must do.” The purpose of this course is to introduce students to essential concepts, literature, and policy issues related to health disparities and to prepare them to use their knowledge to build effective policy strategies in support of health equity. Gordis Teaching Fellowship course. Completion of AS.280.340/ Fundamental of Health Policy Management is recommended, but not required. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Area: Social and Behavioral Sciences

**AS.280.453. Contemporary Social Movements in Public Health. 3 Credits.**

Health social movements attempt to alter power structures in order to achieve greater health equity, promote access to resources, and change perceptions of disease. But what distinguishes a movement from a movement? Under what conditions can health social movements lead to lasting policy and social change? Together we will explore a wide range of contemporary health social movements such as Black Lives Matter, MeToo, gun reform, US healthcare reform, environmental movements, and others. We will analyze the types of goals, resources, and tactics used in these movements and consider their contributions to the shaping of health-related policies and practices. Students will demonstrate their understanding of course themes through quizzes, written assignments, class discussions, and brief presentations. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Area: Social and Behavioral Sciences

**AS.280.454. What is the Link Between Oppression and Mental Health? Combining Theory, Concepts, and Empirical Science to Explain Minority Mental Health. 3 Credits.**

In this three-module course, students will first gain knowledge on the theoretical orientations that inform the social determinants of health, in combination with conceptual approaches in the field of trauma and violence research, in order to formulate a theoretical, conceptual, and empirical understanding of minority mental health. In the final module, students will study select mental health concerns (e.g., trauma, depression, anxiety, suicide) that affect specific minority populations, including discussions around the lived experiences of minority mental health. This culminates in a final group presentation on empirical research from an approved minority mental health topic of their choice that will be delivered as a TED-style talk. The course will run with graduate-level expectations. Students should anticipate weekly reading assignments to inform group lab presentations and discussions. There will be three brief individual writing assignments of 5 pages or less that critically analyze current minority mental health research. Upon completion of the course, students will be able to discuss minority mental health research with the necessary contexts of theory, research, and life stories that inform current public mental health approaches. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

**Prerequisite(s):** Students cannot take this course if they are taking AS.194.301.

Area: Social and Behavioral Sciences

**AS.280.455. Understanding and Engaging Adolescents in Public Health Context. 3 Credits.**

Adolescent health is an increasingly important component of the public health agenda. As adolescence is a unique and pivotal stage of life, a rich understanding of this population is important for successful public health engagement. This seminar-style course seeks to provide a foundation for those interested in adolescent health and support effective engagement with adolescent populations. The first half of the course offers theoretical and contextual insights on adolescents—ranging from discussing public health significance, to developmental and life course perspectives, to influences across socioecological levels. The course then delves into practical and methodological considerations for working with this population including ethical matters, insights on reaching adolescents, and approaches to collecting information. This course culminates with deliberations of successful examples of engaging adolescents in public health as well as the future of the adolescent health field. This is a Gordis Teaching Fellowship course open to juniors and seniors. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Area: Social and Behavioral Sciences

**AS.280.456. Introduction to Vaccinology. 3 Credits.**

Over the past century, vaccines have made a tremendous impact on human health, averting an estimated 2-3 million deaths each year. This course aims to introduce students to the interdisciplinary field of vaccinology by building the vocabulary and skills necessary to critically evaluate existing and future vaccines and vaccine programs. Topics include the parameters used to characterize vaccines, the vaccine development pathway, vaccine policy and emerging topics in vaccinology. Although the primary focus of the course will be on the public health aspects of vaccinology, we will also cover key biological principles. At least one semester of biology is strongly recommended as a pre-requisite for this course. Gordis Teaching Fellowship course. Priority registration will be given to Public Health Studies majors.

**Prerequisite(s):** AS.280.101 AND AS.280.240

Area: Social and Behavioral Sciences

**AS.280.457. Cohorts and Trials: Interpreting Evidence in Epidemiology. 3 Credits.**

How do we know smoking is a risk factor for heart attacks? Why did the NIH invest millions of dollars into the Atherosclerosis Risk in Communities (ARIC) Study or the Systolic Blood Pressure Intervention Trial (SPRINT)? When does the FDA accept a vaccine or drug as safe for use? Why do studies disagree about whether coffee is good or bad for health? This course delves into how two major study designs—cohorts and clinical trials—are used to build and interpret a body of epidemiologic evidence, including the practical context of how cohorts and trials are devised, proceduralized, and funded within the larger scientific enterprise. This is a discussion-based class; active sessions modeled after research journal clubs and consortium workgroups drives peer-to-peer learning along with literature-based lecture. Gordis Teaching Fellowship course. Priority registration will be given to Public Health Studies majors.

**Prerequisite(s):** AS.280.350

Area: Social and Behavioral Sciences

**AS.280.458. Monitoring, Evaluating, and Learning to Improve Public Health Programs. 3 Credits.**

This course introduces basic principles and methods for monitoring and evaluating public health programs. The course will familiarize students with different types of program evaluation, including formative and summative evaluations, and with approaches to monitor and improve program performance. Students will apply their knowledge to design a logic model, formulate evaluation questions, and identify appropriate quantitative and qualitative methods to answer those questions. Additionally, students will reflect on the importance of conducting evaluations that meet the needs of stakeholders and strategies for integrating an equity focus into the design of evaluations. The goal of the course is to help students to think critically and provide them with the practical skills to monitor, evaluate, and learn from data to improve program implementation and public health impact. Gordis Teaching Fellowship course. Priority registration will be given to Public Health Studies majors.

**Prerequisite(s):** AS.280.350

Area: Social and Behavioral Sciences

**AS.280.459. Statistics for Humans: Failures, Values, and Conflicts in Data Science. 3 Credits.**

Data does not speak for itself, and the way we use data is a matter of choice. This course will explore the human element of statistics: how statistics drive decision-making, how people can be deceived by statistics, what problems data science poses for the 21st century, and other topics. Case studies in public health will be emphasized. A previous course in statistics is recommended. This is a Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.  
Area: Quantitative and Mathematical Sciences

**AS.280.460. Urban Health: Global Perspectives for Sustainable Development. 3 Credits.**

Urban health is a growing area of public health focus around the world. The interdisciplinary nature of this field of study presents a unique challenge for researchers and policy makers, but also a critical opportunity to share and integrate knowledge using a systems thinking framework. The seminar style course will consist of a brief introduction to the goals and frameworks of urban health planning, followed by four urban case studies represented by four cities around the world at varying stages of industrialization. Material will be guided by discussions and debates about pressing urban health topics. This is a Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

**Prerequisite(s):** AS.280.101 AND AS.280.335

Area: Social and Behavioral Sciences

**AS.280.461. Exploring Food Insecurity Through a Racial Equity Lens. 3 Credits.**

This course will apply a racial equity lens to explore the issue of food insecurity in the US, including the history, measurement, and current strategies to reduce food insecurity at the national, regional, and local levels. Students in the course will explore how they can take individual action to contribute to dismantling racism and fighting against the root causes of food insecurity. This course will require students to critically reflect on readings and discussions that explore the connection between systems of oppression and food insecurity. This is a Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

**Prerequisite(s):** AS.280.350

Area: Social and Behavioral Sciences

**AS.280.462. Practicing Equity in the American Healthcare System. 3 Credits.**

This course provides a broad orientation to key structures within the American healthcare system and their role in promoting health equity. These structures include providers, payers, local health departments, evidence development, health information technology and innovative policy. This course will emphasize practical experience with these structures in the context of health equity through case studies within the class and an integrative project in which students will plan and execute their own project. This is a Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

**Prerequisite(s):** AS.280.340

Area: Social and Behavioral Sciences

**AS.280.463. International Nutrition in the Time of the COVID-19 Pandemic. 3 Credits.**

Malnutrition remains one of the largest public health issues in low and middle income countries (LMICs); it has been estimated that 1 in 9 individuals globally remain hungry, and malnutrition related factors contribute to 45% of deaths in children under 5 years old. While global progress has reduced the burden of malnutrition in the past two decades, much of the progress could be undone by the impacts of COVID-19. This course will review the causes and the burden of malnutrition in LMICs and will provide students with the understanding of the various types of malnutrition. This course will discuss the multi-sectoral nature of malnutrition and the role each sector has in addressing malnutrition. In light of recent events, many of these sector's normal operations have been disrupted by the COVID-19 pandemic and disease transmission mitigation strategies. We will examine how the COVID-19 pandemic has influenced these sectors and the anticipated effects on malnutrition. This is a Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

**Prerequisite(s):** AS.280.350

Area: Social and Behavioral Sciences

**AS.280.464. Risk, Resilience, and Public Health Engagement with Marginalized Communities. 3 Credits.**

In public health research and practice, marginalized populations are frequently labeled as "at risk" for negative health outcomes and as being more likely to engage in "high risk" behaviors. All too often, risk assessments and behavior change efforts target individuals without adequate consideration of social and environmental factors contributing to risk and vulnerability. The concepts of resilience and protective factors have gained attention in public health for their focus on supporting positive mental and behavioral health in the face of adversity. This seminar-style course will explore the core concepts of risk and resilience from the perspective of multiple disciplines (e.g. anthropology, epidemiology, and more), delving into each construct's underlying conceptual frameworks, methods of assessment, contributing factors on multiple levels, and evidence-based interventions to support resilience and mitigate risk. Students will then use these core concepts to reflect on meaningful engagement with marginalized populations when assessing and addressing risk and resilience, explore the meaning and consequence of categorizing people based on their risk behavior, and become familiar with cross cultural perspectives on these topics. The course will conclude with a deliberation of future directions risk and resilience examined through a public health equity lens. Students are expected to actively engage with assigned readings and in-class discussions, and will have the opportunity to pursue topics of interest through individual assignments. This is a Gordis Teaching Fellowship course open to juniors and seniors. Priority registration will be given to Public Health Studies majors; other students will be permitted as space allows.

**Prerequisite(s):** AS.280.101 AND AS.280.240

Area: Social and Behavioral Sciences

**AS.280.465. Beyond the Peer-Reviewed Article: Embodying Public Health Data for Human Consumption. 3 Credits.**

As public health researchers and practitioners, one of the most important and in-demand skills is the ability to communicate data to effect population-level change. This course will explore concepts and case studies in data visualization, ethical data dissemination, and evidence-based advocacy. This course will cover strategies for presenting data that are approachable for lay audiences. Students will gain familiarity with key tools, media, and software to support data visualization and dissemination through lectures, case studies and course assignments. The course will culminate with an applied assignment which calls upon students to collaborate with Bloomberg School of Public Health faculty to utilize data from current research to effectively communicate key messages to non-specialist audiences. This is a Gordis Teaching Fellowship course open to juniors and seniors. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

**Prerequisite(s):** AS.280.350;AS.280.345 OR EN.553.211 OR EN.553.230 OR AS.200.314 OR AS.200.315 OR EN.553.310 OR EN.553.311 OR EN.560.435 OR EN.553.420 OR EN.553.421 OR EN.553.430 OR EN.560.348 OR AS.200.201

Area: Quantitative and Mathematical Sciences

**AS.280.466. Rethinking Prevention: Emerging and Novel Approaches to Addressing Adolescent Drug Use. 3 Credits.**

Students in this upper-level course will be introduced to the unique needs and public health considerations when working with adolescent populations, specifically in preventing substance use and substance use disorders. Students will explore the etiology and epidemiology of substance use and substance use disorders in young people, as well as the history of substance use prevention while tackling topics of racism, stigma and oppression of those who use drugs. Progressing through the course, students will be introduced to novel and emerging ways the field is rethinking drug prevention, including the use of social media platforms, mindfulness in schools and phone apps. New tools for epidemiologic surveillance of populations will also be considered, such as machine learning and ecological momentary assessment. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

**Prerequisite(s):** AS.280.101;AS.280.355 OR AS.230.341

Area: Social and Behavioral Sciences

**AS.280.467. Adverse Childhood Experiences: A Public Health Perspective. 3 Credits.**

This seminar explores the scientific evidence underlying the impact of Adverse Childhood Experiences (ACEs) on various health outcomes. It first describes the prevalence of ACEs, which include abuse, neglect, and household challenges such as parental substance abuse, mental illness, separation or divorce, and incarceration. The course will then discuss mechanisms and risk and protective factors of negative health outcomes following ACE exposure across levels of a socioecological model. These discussions will directly inform the next part of the seminar, which presents evidence-based interventions for ACEs. Throughout the seminar, students will be active participants and will have the opportunity to explore their topics of interest. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

**Prerequisite(s):** AS.280.240

Area: Social and Behavioral Sciences

**AS.280.468. Food Security in America. 3 Credits.**

As of July 2021, 1 in 6 households reported experiencing food insecurity in the United States, with Black, Indigenous, and People of Color (BIPOC) populations disproportionately affected. Food insecurity has been a public health issue in America for decades, with COVID-19 exacerbating existing hardships and disparities resulting from inequitable policies and distribution of resources in communities. This course seeks to provide a critical understanding of the issue of food insecurity in America through describing and evaluating the existing policies, programs, and practices in the United States that aim to promote food security. This is a Gordis Teaching Fellowship course open to juniors and seniors. Priority registration will be given to Public Health Studies majors; other students will be permitted as space allows.

**Prerequisite(s):** AS.280.101 AND AS.280.340

Area: Natural Sciences

**AS.280.469. How Inequity Persists in Statistics: Lessons Learned and Future Challenges. 3 Credits.**

The course will examine the past, present, and future of statistics' impact on equity. We will discuss how early statistical thinking was used to defend racist narratives and how inequity persists in statistics to this day. We will explore current and future challenges using examples from artificial intelligence. Students will learn how to implement common artificial intelligence methods and communicate their results. This is a Gordis Teaching Fellowship course open to juniors and seniors. Priority registration will be given to Public Health Studies majors; other students will be permitted as space allows.

**Prerequisite(s):** AS.280.101 AND (AS.280.345 OR (EN.553.211 OR AS.200.314 OR EN.553.310 OR EN.553.311 OR EN.553.420 OR EN.553.421 OR EN.553.430 OR EN.560.348 OR AS.200.201))

Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences

**AS.280.470. Interpersonal Gun Violence: A Public Health Perspective. 3 Credits.**

Over the last two decades, interpersonal gun violence has led to over 250,000 deaths and more than twice as many injuries. There have been mounting efforts to recognize gun violence as a public health problem; however, it's a problem that extends beyond loss of life. This seminar-style course will be separated into the following three sections: origins of gun violence, understanding the consequences, and responding to gun violence. Throughout the course students will apply concepts to a case study on the intersection of gun violence and another assigned area (i.e., hospitals, youth, policing) as it impacts Baltimore. This course is not intended to be comprehensive of all forms of interpersonal gun violence, as intimate partner violence, mass shootings, or police-involved violence will not be a primary focus. Priority registration will be given to Public Health Studies majors; other students will be permitted as space allows.

**Prerequisite(s):** AS.280.101 AND AS.280.340

Area: Social and Behavioral Sciences



**AS.280.471. Communicating the Fundamentals of Epidemiology. 3 Credits.**

As the “basic science of public health,” epidemiology fits into the broader field of public health by using causal reasoning to identify population-level drivers of morbidity and mortality. To be most impactful, epidemiologists need to communicate their research persuasively, succinctly, and accurately to diverse audiences. This 3-credit course provides students with a framework for communicating the findings of epidemiologic studies in writing to non-scientific audiences. It builds on AS.280.350 Fundamentals of Epidemiology, allowing students to engage in closer reading and interpretation of the epidemiology research articles covered in that course. Expository forms that students will gain exposure to include: scientific peer reviewed manuscript, pop-culture article, secondary school lesson plan, Wikipedia article, and policy brief. At the close of this course, students will have developed a portfolio showcasing the breadth of their scientific writing skills. This is a Gordis Teaching Fellowship course open to juniors and seniors. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

**Prerequisite(s):** AS.280.101 AND AS.280.350 AND AS.280.240  
Area: Quantitative and Mathematical Sciences

**AS.280.495. Honors In Public Health - Seminar. 3 Credits.**

Using lectures, oral presentations, and writing assignments, this seminar is designed to assist Public Health Studies majors in writing a senior thesis. Students will formulate their topics, develop research skills, and address issues of professional ethics. Participating in this seminar is required for students pursuing honors in Public Health Studies. Permission Required. Classes will be held at Bloomberg School of Public Health.

Area: Social and Behavioral Sciences  
Writing Intensive

**AS.280.499. Honors in Public Health. 3 Credits.**

A research methods seminar to prepare students doing honors in Public Health Studies. Permission Required.

Area: Social and Behavioral Sciences  
Writing Intensive

**AS.280.500. Applied Experience-Public Health. 1 - 2 Credits.**

Perm. Req'd, Public Health Majors Only. This is a supervised, hands-on experience working with public health professionals. Students will complete 80 hours of applied work and will submit a synthesizing assignment at the end of the term. Students completing their AE in the current semester will be enrolled in Section 2. Students whose time will roll over to an additional grading period will be enrolled in Section 1. Please contact your PHS Advisor for complete details.

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

**AS.280.501. Internship-Public Health. 1 Credit.**

Permission Required. Public Health majors only

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

**AS.280.502. Internship-Public Health. 1 Credit.**

Permission Required. S/U only.

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

**AS.280.505. Research in Public Health. 3 Credits.**

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

**AS.280.506. Research in Public Health. 1 - 3 Credits.**

Permission Required.

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

**AS.280.511. Research for Juniors/Seniors in Public Health. 3 Credits.**

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

**AS.280.590. Internship - Summer. 1 Credit.**

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

**AS.280.595. Special Studies in Public Health. 1 Credit.**

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

**AS.280.597. Research in Public Health. 3 Credits.**

**Prerequisite(s):** You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration, Online Forms.

**Cross Listed Courses****Agora Institute****AS.196.302. Science and Democracy. 3 Credits.**

What role does scientific expertise play (or not play) in American democracy? What role should scientific expertise play (or not play) in American democracy? These are the key questions we'll address in this class, focusing on a wide range of examples such as government responses to public health crises, environmental crises, and war. We'll tackle these questions from multiple angles, drawing on ideas from across the social sciences, including political science, psychology, sociology, economics, history, and communication. We'll focus largely on the United States, though in some cases compare the US experience with other democracies to understand how unique aspects of our democratic institutions influence the link between science and democracy.

Area: Humanities, Social and Behavioral Sciences

**Behavioral Biology****AS.290.420. Human Sexual Orientation. 3 Credits.**

This course will examine the historical and current theories of sexual orientation and sexual variation development by examining the biological, psychological and social contributing factors that influence the development of sexual orientations and variations along with treatment and modification of problematic sexual behaviors. Priority given to Behavioral Biology majors.

**Prerequisite(s):** Students may receive credit for AS.200.204 or AS.290.330 or AS.290.420, but only ONE can count towards the upper level SOCSCI in Behavioral Biology

Area: Social and Behavioral Sciences

## Earth & Planetary Sciences

### AS.271.107. Introduction to Sustainability. 3 Credits.

Humans are having such a massive impact on Earth systems that some call this the Anthropocene epoch. Should we consider this state of affairs progress or catastrophe? How do we find a sustainable path to the future? This course provides an interdisciplinary introduction to the principles and practice of sustainability, exploring such issues as population, pollution, energy and natural resources, biodiversity, food, justice, and climate change through the lens of systems thinking. Course open to freshmen, sophomores, and juniors. Seniors by instructor permission only.

Area: Social and Behavioral Sciences

Writing Intensive

### AS.271.360. Climate Change: Science & Policy. 3 Credits.

Prereq: 270.103 or permission of instructor. This course will investigate the policy and scientific debate over global warming. It will review the current state of scientific knowledge about climate change, examine the potential impacts and implications of climate change, explore our options for responding to climate change, and discuss the present political debate over global warming.

Area: Natural Sciences

## Economics

### AS.180.289. Economics Of Health. 3 Credits.

Application of economic concepts and analysis to the health services system. Review of empirical studies of demand for health services, behavior of providers, and relationship of health services to population health levels. Discussion of current policy issues relating to financing and resource allocation.

**Prerequisite(s):** AS.180.102

Area: Social and Behavioral Sciences

### AS.180.390. Health Economics & Developing Countries. 3 Credits.

Benefits of good health and its costs. Health demand and supply in poor countries. Welfare economics of Public Health. This is a writing seminar. There are some lectures on how to write a paper and on the substance of the economics of international health but the focus and only assignment is a 40-page paper by each student under the supervision of the instructor.

**Prerequisite(s):** Students who have taken AS.180.391 cannot take AS.180.390.;AS.180.301

Area: Social and Behavioral Sciences

Writing Intensive

## Environmental Health and Engineering

### EN.570.108. Introduction to Environmental Engineering and Design. 3 Credits.

This course provides a broad overview of environmental engineering - what environmental engineering is and what environmental engineers do. Whenever possible, the topic areas listed herein will be presented in the context of real-world environmental problems. Specific topics include: Environmental engineering ethics and justice, professional engineering licensure, membership in professional societies and associations, environmental engineering design process and components, mass and energy balances, environmental chemistry, mathematics of growth and decay; risk assessment and management; water resources (quantity and quality), surface water pollutants, eutrophication; groundwater flow, contaminant transport, groundwater remediation; water quality control, municipal water and wastewater systems, drinking water standards; air pollution, national ambient air quality standards, toxic air pollutants, mobile and stationary source control technologies, indoor air quality; global atmospheric change, the greenhouse effect, global energy balance, carbon emissions, stratospheric ozone depletion, and issues pertaining to hazardous, solid, and medical waste management. Overviews of pertinent environmental laws and regulations will be presented where applicable. The course encompasses conceptual design projects for environmental systems and infrastructures.

Area: Engineering

## First Year Seminars

### AS.001.187. FYS: Gender x Aging x Health in America. 3 Credits.

In this First-Year Seminar students will develop an understanding of the ways in which gender structures health and well being through adulthood and later life. The experience of sexual minorities and the intersection of gender with class and ethnicity will also be discussed. Students will be expected to participate actively and lead discussions on specific topics.

Area: Humanities, Social and Behavioral Sciences

## History of Science, Medicine, and Technology

### AS.140.105. History of Medicine. 3 Credits.

Course provides an introduction to health and healing in the ancient world, the Middle Ages, and the Renaissance. Topics include religion and medicine; medicine in the Islamic world; women and healing; patients and practitioners.

Area: Humanities, Social and Behavioral Sciences

### AS.140.106. History of Modern Medicine. 3 Credits.

The history of medicine and public health from the Enlightenment to the present, with emphasis on ideas, science, practices, practitioners, and institutions, and the relationship of these to the broad social context.

Area: Humanities, Social and Behavioral Sciences

### AS.140.227. Race, Racism and Medicine. 3 Credits.

How can we think about the interconnections between racism, theories of race and the practice of medicine? Living at a moment when racial disparities in health outcomes in the United States are still very stark, this course will provide a historically grounded approach to thinking about the roles that race and racism have played in healthcare, the production of health disparities as well as the role of medicine in the development of racist thought. While much of this course will focus geographically within the United States, this class will also explore global histories of medicine, encountering questions of race and medicine in Africa, the South Pacific and Asia. In addition to the analysis of primary source documents and historical texts, students will also be introduced to theoretical approaches to the study of race and racism from W.E.B. Dubois, Sylvia Wynter, Frantz Fanon and others.

Writing Intensive

## Medicine, Science and the Humanities

**AS.145.202. Health Care Activism in Baltimore and Beyond. 3 Credits.** National struggles over the right to health care, and over the health needs of marginalized groups, have taken distinctive forms in Baltimore City during the past century. The renowned Johns Hopkins University came to symbolize, for many residents, the power of medicine both to heal and to harm – and the need for community action. This course delves into the archives of local institutions to understand the work of activists and advocates who connected health, medicine, and social justice. We focus on specific sites, from the segregated wards of Johns Hopkins to the People’s Free Medical Clinic on Greenmount Avenue, where demands for equity changed the city’s health care landscape. Through interdisciplinary readings and conversations with local organizers, we consider how historical memory can serve as a creative resource for the art and politics of the present.

Area: Humanities  
Writing Intensive

## Philosophy

**AS.150.219. Introduction to Bioethics. 3 Credits.** Introduction to a wide range of moral issues arising in the biomedical fields, e.g. physician-assisted suicide, human cloning, abortion, surrogacy, and human subjects research. Cross listed with Public Health Studies.

Area: Humanities, Social and Behavioral Sciences  
Writing Intensive

## Political Science

**AS.190.405. Food Politics. 3 Credits.** This course examines the politics of food at the local, national, and global level. Topics include the politics of agricultural subsidies, struggles over genetically modified foods, government efforts at improving food safety, and issues surrounding obesity and nutrition policy. Juniors, seniors, and graduate students only. Cross-listed with Public Health Studies. A student who takes AS.190.223 (Understanding the Food System) in Summer 2021 cannot also enroll in this course.

**Prerequisite(s):** A student who takes AS.190.223 (Understanding the Food System) cannot also enroll in this course.

Area: Social and Behavioral Sciences  
Writing Intensive

## Sociology

**AS.230.150. Issues in International Development. 3 Credits.** Why do billions of people continue to live in poverty? What obstacles stand in the way of secure and dignified lives for all? Who is most likely to bring about change, what strategies should they follow, and what kinds of institutions should they put in place? This course will introduce the main theoretical perspectives, debates, and themes in the field of international development since the mid-20th century. It has three sections. The first section focuses on debates over the optimal conditions and strategies for generating economic growth and on the relationship between growth, human welfare, and inequality. The second section presents critical assessments of development interventions from various perspectives. The third section considers the role of social movements in shaping development and social change in the 21st century.

Area: Social and Behavioral Sciences

## AS.230.324. Gender and International Development. 3 Credits.

This course employs a comparative perspective to examine the gendered impact of international development experiences and policies. Students will discuss the historical evolution of how the concept of gender has been constructed, conceptualized, and integrated into international development theory and practice. The course will also examine how greater international development. In particular, we will examine structural theories of poverty reduction, individual theories of power and processes of stratification at the household and family level. Specific issue areas will include the globalization, class and work political participation and social movements. Cross-listed with International Studies (CP, IR). Fulfills Economics requirement for IS GSCD track students only.

Area: Social and Behavioral Sciences  
Writing Intensive

## AS.230.335. Medical Humanitarianism. 3 Credits.

Humanitarian organizations play life-preserving roles in global conflicts, and have front-row views of disasters ranging from the 2010 Haiti earthquake to the 2011 Fukushima tsunami in Japan. Yet even while they provide vital assistance to millions of people in crisis, such organizations are beset by important paradoxes that hinder their capacity to create sustainable interventions. They work to fill long-lasting needs, but are prone to moving quickly from one site to the next in search of the latest emergency. They strive to be apolitical, yet are invariably influenced by the geopolitical agendas of global powers. How do such contradictions arise, and what is their impact upon millions of aid recipients around the world? Drawing on case studies from South Sudan to Haiti, this course addresses these contradictions by exploring how and why medical aid organizations attempt, and sometimes fail, to reconcile short-term goals, such as immediate life-saving, with long-term missions, such as public health programs and conflict resolution initiatives.

Area: Social and Behavioral Sciences  
Writing Intensive

## AS.230.341. Sociology of Health and Illness. 3 Credits.

This course introduces students to core concepts that define the sociological approach to health, illness and health care. Topics include: health disparities, social context of health and illness, and the Sociology of Medicine.

Area: Social and Behavioral Sciences

## AS.230.358. The Politics of Mental Health. 3 Credits.

This course examines how the psy disciplines – psychology, psychiatry, psychotherapy and related fields – create knowledge about the mind, and how these fields have in turn shaped political and social life since early 20th century. We will explore how the psy disciplines have proven useful to projects of state building by reconstructing the human mind as a calculable, quantifiable entity, one that can be measured and governed across diverse educational, military, and healthcare settings. We will then ask how psychiatric categories such as bipolar disorder and PTSD (post-traumatic stress disorder) were created, and consider their impact on both the legal/medical management of illness and on lay and expert notions of sanity and normality. Finally, we will examine the rising influence of humanitarian mental health interventions, and immerse ourselves in the debates they have engendered concerning the use of psychotherapy to alleviate suffering in war and disaster zones.

Area: Social and Behavioral Sciences  
Writing Intensive

**AS.230.370. Housing and Homelessness in the United States. 3 Credits.**

This course will examine the role of housing, or the absence thereof, in shaping quality of life. It will explore the consequences of the places in which we live and how we are housed. Consideration will be given to overcrowding, affordability, accessibility, and past and existing housing policies and their influence on society. Special attention will be given to the problem of homelessness.

**Prerequisite(s):** Students may not have previously taken AS.230.223.

Area: Social and Behavioral Sciences

**AS.230.393. Global Health and Human Rights. 3 Credits.**

Is access to healthcare a fundamental human right? If so, then which global actors are obligated to provide healthcare to whom, and for how long? How do meanings of health and illness vary across time and place? And finally, how are human rights principles translated into frontline practice in order to promote well-being? This course takes a critical interdisciplinary approach to these questions through a series of global case studies ranging from humanitarian aid in post-tsunami Sri Lanka to anti-FGM (female genital mutilation) campaigns in Ghana. How do international NGOs, UN bodies, and governments collaborate (or compete) to distribute healthcare in places beset by dire resource shortages? Do human rights principles carry legal weight across borders, and if so, could access to healthcare services and essential medicines be litigated in order to compel governments to provide it? And finally, what cultural assumptions do human rights discourses carry with them, and what happens if rights-based approaches are poorly received by recipient populations? Moving beyond the basic principle of healthcare as a human right, this course aims to bring this idea's history and politics into focus by offering an in-depth exploration of its ethics and implementation.

Area: Social and Behavioral Sciences

Writing Intensive

For current faculty and contact information go to <http://krieger.jhu.edu/publichealth/directory/>