Special Concentration in Public Health

The required courses create a rich intellectual foundation in public health, providing students with a multifaceted view of the social production of health, as well as an integrated exposure to and understanding of the core disciplines of public health. Together, they serve to illuminate and connect to public health in their major area of study. Conversely, students may choose to take electives that allow them to gain more breadth in concepts to which they have been exposed in the set of required public health courses.

Elective courses are designed to allow students to add dimension and depth to their interests in public health, along the main themes of the Special Concentration. Electives may also allow students to amplify the connections to public health in their major area of study. Proposed electives must be approved by the Director of Undergraduate Studies.

Elective courses (minimum of 9 points) in the Special Concentration in Public Health will allow students to draw upon courses offered in a wide range of departments and centers across the University. Proposed electives must be approved by the Director of Undergraduate Studies.

Examples of departments with relevant elective courses include: African American Studies; Comparative Literature and Society; The Center for Ethnicity and Race; Earth and Environmental Sciences; Economics; Ecology, Evolution, and Environmental Biology; History; Human Rights; History of South East Asia; Political Science; Psychology; Sociology; Statistics; Sustainable Development; Women’s Studies; Urban Studies. Elective courses are designed to allow students to add dimension and depth to their interests in public health, along the main themes of the Special Concentration. Electives may also allow students to amplify the connections to public health in their major area of study. Conversely, students may choose to take electives that allow them to gain more breadth in concepts to which they have been exposed in the set of required public health courses.

Elective Examples (At least 3)

Population Health, Inequality, and Society

AFAS GU4035  Criminal Justice and the Carceral State in the 20th Century United States
CPLS GU4320  Marginalization in Medicine: A Practical Understanding of the Social Implications of Race
CPLS GU4220  Narrative, Health, and Social Justice
CSER UN3445  City, Environment, and Vulnerability
CSER UN3905  Asian Americans and the Psychology of Race
CSER UN3924  Latin American and Latina/o Social Movements
CSER UN3942  Race and Racisms
CSER GU4340  Visionary Medicine: Racial Justice, Health and Speculative Fictions
CSER GU4482  Indigenous People’s Rights: From Local Identities to the Global Indigenous Movement
CSER GU4483  Subcitizenship
ECON GU4438  Economics of Race in the U.S.
EEEB GU4321  Human Nature: DNA, Race & Identity
HIST UN2523  History of Health Inequality in the Modern United States
HIST UN3437  Poisoned Worlds: Corporate Behavior and Public Health
HIST UN3911  Medicine and Western Civilization
HIST W4985  Citizenship, Race, Gender and the Politics of Exclusion
HIST GU4584  Drug Policy and Race
HIST GU4588  Substance Abuse Politics in African-American History
HRTS BC3850  Human Rights and Public Health
HRTS GU4215  NGOs and the Human Rights Movement: Strategies, Successes and Challenges
HRTS GU4230  Refugees, Forced Migration, and Displacement
HRTS GU4500  SOCIO-ECONOMIC RIGHTS
HRTS GU4700  Ethical Dilemmas in Healthcare: A Human Rights Approach
HRTS GU4880  Human Rights in the United States

FACULTY

James Colgrove (https://www.mailman.columbia.edu/people/our-faculty/jc988/)
Linda Fried (https://www.mailman.columbia.edu/people/our-faculty/lf2296/)
Dana March (https://www.mailman.columbia.edu/people/our-faculty/dm2025/)
Terry McGovern (https://www.mailman.columbia.edu/people/our-faculty/tm457/)
Rachel Moresky (https://www.mailman.columbia.edu/people/our-faculty/rtm2102/)
Ana Navas-Acien (https://www.mailman.columbia.edu/people/our-faculty/an2737/)
Anne Paxton (https://www.mailman.columbia.edu/people/our-faculty/ap428/)
Marni Sommer (https://www.mailman.columbia.edu/people/our-faculty/ms2778/)

FACULTY

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Dana March (https://www.mailman.columbia.edu/people/our-faculty/dm2025/)
Terry McGovern (https://www.mailman.columbia.edu/people/our-faculty/tm457/)
Rachel Moresky (https://www.mailman.columbia.edu/people/our-faculty/rtm2102/)
Ana Navas-Acien (https://www.mailman.columbia.edu/people/our-faculty/an2737/)
Anne Paxton (https://www.mailman.columbia.edu/people/our-faculty/ap428/)
Marni Sommer (https://www.mailman.columbia.edu/people/our-faculty/ms2778/)
Globalization, Urbanization, Development, and the Environment

URBS UN3550 Community Building and Economic Development
URBS UN3565 Cities in Developing Countries: Problems and Prospects

Individuals, Bodies, and Population Health
FSEB UN1020 Food and the Body
PSYC UN2460 Drugs and Behavior
PSYC UN2480 The Developing Brain (The Developing Brain)
PSYC UN2650 Introduction to Cultural Psychology

Quantitative Foundations
STAT UN1001 Introduction to Statistical Reasoning
STAT UN1101 Introduction to Statistics

Public Health Special Concentration Course List
PUBH UN3100 Fundamentals of Global Health. 3 points.
Many of the greatest challenges in public health are global. This course uses a multidisciplinary approach to discuss the major underlying determinants of poor health and the relationship between health and political, social and economic development. Drawing upon the sciences, social sciences, and humanities, students will be introduced to the evolution of modern approaches to the setting of global health priorities, the functions and roles of health systems, an overview of current global health practices, and the major institutional players in global health. The first unit of the class will focus on establishing the foundations for a public health approach to understanding the challenges of global health. This will involve exploration of the factors shaping the global distribution of disease and their connection with issues of social, economic, and political development, as reflected in the Millennium Development Goals. The second unit will explore in further detail a number of major health priorities. A significant goal of the class will be to identify common sources of vulnerability and challenge across health risks, and the consequent need for a systemic approach to their being addressed. The third and final unit builds upon this analysis to demonstrate the multi-disciplinary, multi-level approach required to effectively address global health priorities, and the political and organizational cooperation required to achieve this. The class concludes with an analysis of the major challenges and threats to global coordination regarding such threats as pandemic influenza and emerging health threats related to climate change. Offered in the spring.

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<thead>
<tr>
<th>PUBH 3100</th>
<th>Fundamentals of Global Health</th>
<th>3 points</th>
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<tbody>
<tr>
<td>M W 4:10pm - 5:25pm</td>
<td>STAT UN1101 Introduction to Statistics</td>
<td>Rachel Moresky</td>
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Spring 2020: PUBH UN3100
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment |
------------|----------------------|----------------|------------|--------|------------|
PUBH 3100   | 001/12342            | M W 4:10pm - 5:25pm | Rachel Moresky | 3       | 77/100     |
PUBH UN3200 Introduction to Public Health. 3 points.
An introduction to and overview of public health. Through a series of sessions with leading public health experts, this course views the multifaceted nature of public health through a prismatic lens addressing key concepts, approaches, and issues of historical and contemporary import: What is public health and how has public health evolved over time? What are the core methods of public health? What are the approaches to understanding and addressing both infectious and chronic, non-communicable diseases? What role do micro- and macro-level determinants (i.e., biology and social context) play in public health? What are the global trends in population health? How does the individual life course bear on population health? How do systems, policy, and population health mutually shape each other? How are public health programs designed and evaluated? What are the limits of public health?

Spring 2020: PUBH UN3200

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<tr>
<td>PUBH 3200</td>
<td>001/37190</td>
<td>T Th 1:10pm - 2:25pm</td>
<td>Dana March, Lauren Westley</td>
<td>3</td>
<td>0/80</td>
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PUBH GU4100 (Y)our Longer Life. 3 points.
People are living 30 years longer than we did 100 years ago. We have created a whole new stage of life. How do we prepare to benefit from our longer lives? What can you do in your own life? This course explores the personal, population, community, and societal dimensions of our now-longer lives, of aging itself, and the role of health and societal design in the experience of aging. The course examines the meaning of aging and the attendant expectations, myths, fears, and realities. The course examines an aging society as a public health success, the potential for building health futures, the health plan you want to be healthy in old age, and the potential for longer lives and how we unlock it. It addresses the roles public health currently plays and can play in shaping a society for an aging population. The course explores how a public health system—indeed, a society—optimized for an aging population stands to benefit all. The course also examines the physical, cognitive, and psychological aspects of aging, the exposures across our lives that affect these, the attributes and challenges of aging, keys to successful aging, and aging around the globe. The culminating project will design elements of our society that are needed to support the opportunity of having longer lives. This course comprises lectures, class discussions, individual assignments, in-class case activities, and a group project in which students shall take an active role. You will be responsible for regular preparatory assignments, writing assignments, one group project, and attending course sessions. Please note: GSAS students must receive permission from their department before registering for this course.

Spring 2020: PUBH GU4100

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<td>001/16354</td>
<td>T Th 4:10pm - 5:25pm</td>
<td>Dana March</td>
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PUBH GU4200 Environment, Health, and Justice: Concepts and Practice. 3 points.
Please note: this class was designed as part of the Special Concentration in Public Health. It is open to undergraduates, as well as students in Public Health, and will be taught on the Morningside campus.

This course introduces key concepts on environmental health sciences and environmental justice and their application to address environmental health disparities affecting communities in New York City, across the United States and globally. The course will present theory and methods needed to characterize, understand and intervene on environmental health problems with a focus on methods that are particularly appropriate for environmental justice research and interventions. We will describe environmental health disciplines such as exposure sciences, environmental epidemiology, environmental biosciences and toxicology, as well as methods to assess expected environmental health impacts.

Fall 2019: PUBH GU4200

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<td>001/10464</td>
<td>M W 10:10am - 11:25am</td>
<td>Ana Navas</td>
<td>3</td>
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HSPB UN2950 Social History of American Public Health. 4 points.
The purpose of this course is to provide students with an historical understanding of the role public health has played in American history. The underlying assumptions are that disease, and the ways we define disease, are simultaneously reflections of social and cultural values, as well as important factors in shaping those values. Also, it is maintained that the environments that we build determine the ways we live and die. The dread infectious and acute diseases in the nineteenth century, the chronic, degenerative conditions of the twentieth and the new, vaguely understood conditions rooted in a changing chemical and human-made environment are emblematic of the societies we created. Among the questions that will be addressed are: How does the health status of Americans reflect and shape our history? How do ideas about health reflect broader attitudes and values in American history and culture? How does the American experience with pain, disability, and disease affect our actions and lives? What are the responsibilities of the state and of the individual in preserving health? How have American institutions—from hospitals to unions to insurance companies—been shaped by changing longevity, experience with disability and death?

Spring 2020: HSPB UN2950

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<td>James Colgrove</td>
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