

**Harvard Courses related to the Culture of Medicine**

2013 - 2014

FALL

FAS:					
COURSE #	TITLE	SCHOOL	FACULTY	DESCRIPTION	Catalog Link
Aesthetic and Interpretive Understanding 50	Literature and Medicine	FAS -General Education	Karen Thornber	Examines the relationship between literature and medicine through creative texts that question understandings, shatter binaries, and reconceptualize notions of normality/disability, health/disease, and life/death. Pays particular attention to the work of physician-writers and narratives by patients.  Note: This course, when taken for a letter grade, meets the Core area requirement for Literature and Arts A.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/aesthetic-and-interpretive-understanding-50-formerly-literature-128">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/aesthetic-and-interpretive-understanding-50-formerly-literature-128</a>
Anthropology 2618	The Body in the Age of Obesity	FAS - Anthropology	Susan Greenhalgh	This course takes a critical, anthropological look at the nation's cultural and political obsession with the "obesity epidemic." Placing the growing girth of Americans in historical and global context, it asks how the weighty body replaced smoking as the focus of the latest national "crisis," how the problem of "obesity" has been framed, what solutions have been put in place to address it, and with what effects for individuals and society at large. The course draws on work in many fields _ from public health and the anthropologies of science and medicine; to American and fat studies; to political ecology, food systems, and food justice studies _ in an effort to stimulate interdisciplinary conversations about what today's intense focus on obese bodies means for us as human scientists and as citizens of the world.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/anthropology-2618-body-age-obesity">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/anthropology-2618-body-age-obesity</a>
Culture and Belief 11	Medicine and the Body in East Asia and in Europe	FAS - Core Curriculum	Shigehisa Kuriyama	Comparative historical exploration of the striking differences and unexpected similarities between traditional conceptions of the body in East Asian and European medicine; the evolution of beliefs within medical traditions; the relationship between traditional medicine and contemporary experience.  Note: This course fulfills the requirement that one of the eight General Education courses also engage substantially with Study of the Past.  This course, when taken for a letter grade, meets the Core area requirement for Historical Study A.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/culture-and-belief-11-medicine-and-body-east-asia-and-europe">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/culture-and-belief-11-medicine-and-body-east-asia-and-europe</a>
Culture and Belief 34 (formerly Historical Study A-87)	Madness and Medicine: Themes in the History of Psychiatry	FAS - General Education	Anne Harrington	Psychiatry is one of the most intellectually and socially complex and fraught fields of medicine today, and history offers one powerful strategy for better understanding why. Topics covered in this course include the invention of the mental asylum, early efforts to understand mental disorders as disorders of the brain or biochemistry, the rise of psychoanalysis, psychiatry and war, the rise of psychopharmacology, the making of the DSM, anti-psychiatry, and more.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/culture-and-belief-34-formerly-historical-study-87-madness-and-medicine">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/culture-and-belief-34-formerly-historical-study-87-madness-and-medicine</a>
Ethical Reasoning 33	Medical Ethics and History	FAS - Core Curriculum	David Shumway Jones	Disease and medicine have generated ethical dilemmas that have challenged patients and doctors for centuries, from abortion and euthanasia to informed consent and compulsory treatment. Although moral philosophy can clarify the relevant issues, resolution often depends on the details of the specific clinical and social contexts. Taking a historical approach to medical ethics, this class explores how the moral discourse in health care has changed over time in order to understand how social factors influence the persuasiveness of moral arguments. The focus will be on medical practice in the United States in the twentieth century. Note: This course, when taken for a letter grade, meets the Core area requirement for Moral Reasoning.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/ethical-reasoning-33-medical-ethics-and-history">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/ethical-reasoning-33-medical-ethics-and-history</a>
*Freshman Seminar 26v	Blood: From Gory to Glory	FAS - Freshman Seminar	David T. Scadden	Humans have long understood that the blood flowing in their veins was imperative to their health and well-being. This course will examine the history, attitudes and beliefs surrounding blood. We will study human beliefs about blood and its uses in cultural beliefs and ceremonies. We will examine the science associated with blood: the production and the function of blood in the body, ideas of blood regarding medicine, healing, blood-related illnesses, biotechnology, nanotechnology and stem cell research.  Note: Open to Freshmen only.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/freshman-seminar-26v-blood-gory-glory">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/freshman-seminar-26v-blood-gory-glory</a>
*Freshman Seminar 36l	Asia in America - (New Course)	FAS - Freshman Seminar	Diana L. Eck	This seminar explores the Asian dimensions of American history, religion, and culture from the first encounters of Thoreau and Emerson with texts and ideas of the "Orient" to the saturation of modern America with the holistic cultures of yoga, tai chi, and mind-body medicine. We will look at the Asian ideas and arts brought to Boston in the 19th century and the communities from India, China, and Japan that brought new forms of religious and cultural life to the U.S. in the 20th century.  Note: Open to Freshmen only.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/freshman-seminar-36l-asia-america-new-course">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/freshman-seminar-36l-asia-america-new-course</a>
*Freshman Seminar 44w	The Masquerade of Common Scents: An Exploration of Ephemeral Knowledge - (New Course)	FAS - Freshman Seminar	Sean Tath O'donnell	Intimate, subjective and transitory, the sense of smell has the power to evoke memory and emotions, to mark places and persons, and give rise to both desire and disgust. Lacking a well-defined vocabulary, smell can be elusive. Yet, as evidence of disease, crime, gender, race, sexuality, the sacred and profane, scent lingers on in judgment. How does this verdict coalesce - in medicine, public health and law? We will sample various scents and use them as the occasion for writing and reflection -- shared and yet privately known, these olfactory forays will serve as our experience of an impossibly common sense.  Note: Open to Freshmen only.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/freshman-seminar-44w-masquerade-common-scents-exploration-ephemeral">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/freshman-seminar-44w-masquerade-common-scents-exploration-ephemeral</a>

History of Science 108	Bodies, Sexualities, and Medicine in the Medieval Middle East	FAS - General Education	Ahmed Ragab	<p>This course will examine the ways in which medical, religious, cultural, and political discourses and practices interacted in the medieval and early modern Middle East to create and reflect multiple understandings of human bodies and sexualities. Special attention to debates on health, sexuality, and gender and racial identities.</p> <p>Note: Offered jointly with the Divinity School as 3587.</p> <p>This course, when taken for a letter grade, meets the General Education requirement for Culture and Belief or the Core area requirement for Historical Study B.</p>	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-108-bodies-sexualities-and-medicine-medieval-middle">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-108-bodies-sexualities-and-medicine-medieval-middle</a>
HSCI E-205	Bodies and Sexualities in the Medieval Middle East: Medical, Cultural, and Religious Views	Continuing Education	Ahmed Ragab	<p>This course fulfills the requirement that one of the eight General Education courses also engage substantially with Study of the Past.</p> <p>The body has been always an object of imagination, literature, science, philosophy and religion. It is the object of health and disease, birth and death, reward and punishment, and is the vehicle of both the divine and the profane. It is at the center of debates on sexuality, gender identities, race, and politics. In this course, we look at how different views on the body and on sexuality developed and changed in the Middle East throughout the medieval period and how they influenced and were influenced by the religious doctrines, the medical theories, the Islamic law, and the intellectual environment of the Islamic Middle Ages. The course addresses these different views and perceptions as manifested in the religious, philosophical, legal, scientific, and literary production of the period. The recorded lectures are from the 2012 Harvard Faculty of Arts and Sciences course History of Science 108. (4 credits)</p>	<a href="http://www.extension.harvard.edu/courses/14015">http://www.extension.harvard.edu/courses/14015</a>
History of Science 212	The Sciences of Life, Medicine and the Body in Medieval and Renaissance Europe	FAS - Graduate Colloquium	Katharine Park	<p>Graduate colloquium for students preparing for general examinations in the fields covered by the course, as well as other students wishing to develop a comprehensive picture of the subject through extensive reading of secondary sources.</p>	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-212-sciences-life-medicine-and-body-medieval-and">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-212-sciences-life-medicine-and-body-medieval-and</a>
History of Science 245	The Changing Concept of Race in Science and Medicine in the United States: From Jefferson to Genomics	FAS - Graduate Seminar	Evelyn M. Hammonds	<p>This course explores the history of the concept of "race" as used by biologists, anthropologists, and physicians from the 17th century to the present and social and political responses to the concept of race in these fields.</p> <p>Note: The seminar will design and develop a General Education course on these themes for undergraduates.</p>	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-245-changing-concept-race-science-and-medicine-united">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-245-changing-concept-race-science-and-medicine-united</a>
History of Science 247	Current Issues in the History of Medicine: Seminar	FAS - Graduate Seminar	Allan M. Brandt	<p>Explores new methods for understanding disease, medicine, and society, ranging from historical demography to cultural studies. Topics include patterns of health and disease, changes in medical science and clinical practice, the doctor-patient relationship, health care systems, alternative healing, and representations of the human body. The course will focus on historical problem-framing, research strategies, and writing.</p>	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-247-current-issues-history-medicine-seminar">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-247-current-issues-history-medicine-seminar</a>
*History of Science 267	Science and Social Thought	FAS - History of Science	Alex Csiszar Sophia Roosth	<p>How does social theory serve as a toolkit for historians and anthropologists of science? How can we appropriate, reinterpret, extend, or query theory in order to ground and drive our own analyses of scientific practice and culture? This course examines critical history and social theory and its impact on recent studies of science, technology, and medicine. Each unit pairs theoretical and methodological texts with empirical studies in history and ethnography of science that apply those theories. Students will be introduced to classic texts in social and critical theory, including Marx, Weber, Geertz, Foucault, Derrida, and White. Weekly discussion focuses on the relation of empiricism to theory, encouraging students to read theory as a means of generating their own understandings of science and technology.</p>	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-267-science-and-social-thought">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-267-science-and-social-thought</a>
*Psychology 1556r	Research Seminar in Implicit Social Cognition	FAS - Psychology	Mahzarin R. Banaji	<p>An introduction to research on implicit social cognition, with special focus on attitudes, beliefs, and identity and in some cases its applications to law, business, medicine, and government. Students will be paired with individual researchers to work on ongoing projects that can turn into more independent projects. In addition to weekly work in the laboratory, students are expected to attend biweekly discussion groups focusing on current issues and directions in the laboratory as a whole.</p>	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/psychology-1556r-research-seminar-implicit-social-cognition-0">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/psychology-1556r-research-seminar-implicit-social-cognition-0</a>
Religion 1705 (Buddhism in Tibet)	Tibetan Religions	FAS - Religion	Janet Gyatso	<p>A close look at practices and cultural productions of Tibetan Buddhism and other religious traditions in light of their distinctive historical contexts in Tibet. Topics include: yogic, lay, and monastic religions; visionary practices; religion, magic and the state; Buddhism in literature and art; medicine and Buddhism; death and reincarnation practices; the creation of sacred landscape; and certain distinctive literary genres including "mind training," "advice" writings, self-revelatory autobiography; and religious historiography. Throughout the course we will be considering a number of new publications that have recently enriched our understanding of Tibetan religious cultures and institutions.</p> <p>Note: Offered jointly with the Divinity School as 3563.</p>	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/religion-1705-buddhism-tibet-tibetan-religions">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/religion-1705-buddhism-tibet-tibetan-religions</a>
Societies of the World 25	Case Studies in Global Health: Biosocial Perspectives	FAS-Core Curriculum	Arthur Kleinman Paul E. Farmer Anne E. Becker Salmaan Keshavjee	<p>Examines, through lectures and case-based discussions, a collection of global health problems rooted in rapidly changing social structures that transcend national and other administrative boundaries. Students will explore case studies (addressing AIDS, tuberculosis, mental illness, and other topics) and a diverse literature (including epidemiology, anthropology, history, and clinical medicine), focusing on how a broad biosocial analysis might improve the delivery of services designed to lessen the burden of disease, especially among those living in poverty.</p> <p>Note: Course counts as Social Anthropology.</p> <p>This course, when taken for a letter grade, meets the Core area requirement for Social Analysis.</p>	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/societies-world-25-case-studies-global-health-biosocial-perspectives">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/societies-world-25-case-studies-global-health-biosocial-perspectives</a>
Sociology 162	Medical Sociology	FAS - Sociology	Seth Donal Hannah Mary-Jo Del Vecchio Good	<p>Explores current topics in medical sociology organized around the theme of global and local environments of risk and trust in medicine and health care. Examines how medical education, knowledge, practice, research, technology, and health policies are culturally shaped and institutionally organized. Analyzes the culture and political economy of American medicine through comparative and global perspectives, utilizing country specific illustrations and global health examples.</p>	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/sociology-162-medical-sociology">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/sociology-162-medical-sociology</a>

United States in the World 13 (formerly Historical Study A-34)	Medicine and Society in America	FAS - General Education	David Shumway Jones	<p>Surveys major developments in the history of American medicine since 1500. Emphasis on setting the practice of medicine and the experience of health and disease into broad social, cultural, and political contexts. Topics include the social and cultural impact of epidemic disease; the nature of demographic and epidemiological change; the development of medical therapeutics and technologies; the growth of health care institutions; the rise of the medical profession; and debates about the allocation of health care resources. Evaluates the role of medicine in addressing social needs as well as the social and economic determinants of patterns of health and disease.</p> <p>Note: This course fulfills the requirement that one of the eight General Education courses also engage substantially with Study of the Past.</p> <p>This course, when taken for a letter grade, meets the Core area requirement for Historical Study A.</p>	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/united-states-world-13-formerly-historical-study-34-medicine-and">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/united-states-world-13-formerly-historical-study-34-medicine-and</a>
HBS - 1666	Entrepreneurship in Healthcare IT and Services	HBS - Entrepreneurial Management	Robert Higgins	<p><b>Career Focus</b> This course is intended for students who have a career interest in leading or investing in companies in the health care sector, and are interested in how information technology can improve quality, efficiency, and access to healthcare. Students will be exposed to pure healthcare IT (HCIT) businesses, healthcare service businesses that rely heavily on IT to achieve their goals, and pure healthcare service businesses. Though the vast majority of these enterprises will be for-profit, the course will also examine the innovative role social ventures play in healthcare.</p> <p><b>Career Focus</b> This course is intended for students who have a career interest in leading or investing in companies in the health care sector, and are interested in how information technology can improve quality, efficiency, and access to healthcare. Students will be exposed to pure healthcare IT (HCIT) businesses, healthcare service businesses that rely heavily on IT to achieve their goals, and pure healthcare service businesses. Though the vast majority of these enterprises will be for-profit, the course will also examine the innovative role social ventures play in healthcare.</p>	<a href="http://www.hbs.edu/coursecatalog/1666.html">http://www.hbs.edu/coursecatalog/1666.html</a>
SSCI E-100B / Section 1	Graduate Research Methods and Scholarly Writing in the Social Sciences: Government and History	Continuing Education	Steven J. Harris	<p>This proseminar addresses problems and methods related to the study of government; history; history of science, technology, and medicine; international relations; and allied disciplines. It stresses the critical analysis of sources, constructing explanatory models, standards of logical demonstration, and organizing and presenting research results. Emphasis is on developing both writing and research skills. Students study essential categories of analysis used in history, political science, and anthropology.</p> <p>Prerequisites: satisfactory score on the mandatory test of critical reading and writing skills. In addition, at the first class meeting, students must complete a writing assignment that demonstrates their graduate-level reading comprehension and ability to write coherent, logical arguments. (4 credits)</p> <p>SSCI E-100b Graduate Research Methods and Scholarly Writing in the Social Sciences: Government and History (13674)</p>	<a href="http://www.extension.harvard.edu/courses/13674">http://www.extension.harvard.edu/courses/13674</a>
SSCI E-100B / Section 2	Graduate Research Methods and Scholarly Writing in the Social Sciences: Government and History	Continuing Education	Nadiya Kravets	<p>This proseminar addresses problems and methods related to the study of government; history; history of science, technology, and medicine; international relations; and allied disciplines. It stresses the critical analysis of sources, constructing explanatory models, standards of logical demonstration, and organizing and presenting research results. Emphasis is on developing both writing and research skills. Students study essential categories of analysis used in history, political science, and anthropology.</p> <p>Prerequisites: satisfactory score on the mandatory test of critical reading and writing skills. In addition, at the first class meeting, students must complete a writing assignment that demonstrates their graduate-level reading comprehension and ability to write coherent, logical arguments. (4 credits)</p> <p>SSCI E-100b Graduate Research Methods and Scholarly Writing in the Social Sciences: Government and History (14334)</p>	<a href="http://www.extension.harvard.edu/courses/14334">http://www.extension.harvard.edu/courses/14334</a>
SSCI E-125	Case Studies in Global Health: Biosocial Perspectives	Continuing Education	Arthur Kleinman Anne E. Becker Paul E. Farmer Salmaan Keshavjee	<p>This course examines, through lectures and case-based discussions, a collection of global health problems rooted in rapidly changing social structures that transcend national and other administrative boundaries. Students explore case studies (addressing AIDS, tuberculosis, mental illness, and other topics) and a diverse literature (including epidemiology, anthropology, history, and clinical medicine), focusing on how a broad biosocial analysis might improve the delivery of services designed to lessen the burden of disease, especially among those living in poverty. The recorded lectures are from the Harvard Faculty of Arts and Sciences course Societies of the World 25. (4 credits)</p>	<a href="http://www.extension.harvard.edu/courses/13669">http://www.extension.harvard.edu/courses/13669</a>
NUTR E-110	Nutrition and Health: Myths, Paradigms, and Science	Continuing Education		<p>What we eat determines our well-being every day, our mental and physical performance, and our long-term health and disease prospects. Understanding how to optimize our diet requires in-depth knowledge of the impact of foods and nutrients on our body. In this course we evaluate scientific research on nutrition and health. We discuss diet recommendations in the United States and abroad, how nutrition policies are created, and how food policies can generate controversies. Students learn how to evaluate nutrition paradigms and how to separate myths from science. They acquire skills to assess their own diet and make relevant nutrition choices to maintain long-term health. The recorded lectures are from the Harvard Faculty of Arts and Sciences course Empirical and Mathematical Reasoning 22. (4 credits)</p>	<a href="http://www.extension.harvard.edu/courses/14219">http://www.extension.harvard.edu/courses/14219</a>
NUTR E-110	Nutrition and Health: Myths, Paradigms, and Science	Continuing Education	Karin B. Michels	<p>What is the best method of studying for a test? Is it possible to build a lie detector? How reliable is eyewitness testimony? Is there such a thing as a photographic memory? Why do people experience déjà vu? Is it possible to repress traumatic memories? This course attempts to answer these questions and more in the context of a broad introduction to the foundational concepts of human memory. Topics covered include short-term memory, encoding and retrieval processes, forgetting, memory distortion, implicit memory, effects of drugs on memory, amnesic syndromes, brain imaging, prospection, and the effects of aging and disease on memory. Students become familiar with theories and data from cognitive, neuroimaging, and neuropsychological perspectives.</p> <p>Prerequisite: PSYC E-15, or the equivalent. (4 credits)</p>	<a href="http://www.extension.harvard.edu/courses/14261">http://www.extension.harvard.edu/courses/14261</a>

ENVR E-129	From Farm to Fork: Why What You Eat Matters	Continuing Education	Gary Adamkiewicz P. K. Newby	Our day-to-day decisions surrounding the consumption of food can have important personal, local, and global consequences. In this course, we examine why what you eat matters through various lenses including nutrition, human health, environmental degradation, occupational health, sustainability, and climate change. Using an interdisciplinary framework, we explore the development of our modern food production and distribution system and how it affects our health, environment, and planet. The course covers such topics as food production systems, major food and nutrition problems, and sustainable solutions for health from local and global perspectives. The course highlights recent research and trends while challenging students to think through their own personal food choices and how they have an impact on health and society. A major goal of the course is to expose individuals to cutting-edge scientific research on food-based topics, farm to fork, and help course participants identify accurate sources of information and develop tools for guiding everyday food choices. (4 credits)	<a href="http://www.extension.harvard.edu/courses/13744">http://www.extension.harvard.edu/courses/13744</a>
PHIL E-167	Biomedical Ethics	Continuing Education	Eli Hirsch	This course is an examination of ethical issues that arise in a biomedical context, such as abortion, euthanasia, eugenics, lying to patients, and the right to health care. The relevance of ethical theory to such issues is considered. (4 credits)	<a href="http://www.extension.harvard.edu/courses/11907">http://www.extension.harvard.edu/courses/11907</a>
SES-05330	Healthy Places	Design	Ann Forsyth	Can the way places are planned and designed improve health? It seems obvious that there is such a link between environments and health but how important is it? What are the key health issues that should concern those in planning and related fields? Does incorporating health issues into planning and design processes always add value? This course focuses on how to make places healthier in an evidence-based, inclusive, and efficient manner. It is in three sections:  The first part, on health and place basics, examines the extent to which environments determine health outcomes and how the understanding of this relationship between people and places had evolved over time.  Next, the class examines several key topics where location and built environment matter for health outcomes, from air quality to the geography of vulnerable populations.  Finally, the course focuses on tools to integrate health into urban planning and design.  By the end of the course a student will be able to:  1. Recognize key concepts and debates pertaining to the relationship between health and places.  2. Appreciate the many determinants of health including, but not limited to, built environments.  3. Understand, analyze, and evaluate research related to health and places.  4. Comprehend the potentials and limitations of using research to create evidence-based interventions.  5. Appreciate the roles of different disciplines, and of local knowledge, in working on issues connecting health and places.	<a href="http://www.gsd.harvard.edu/#/academics/courses/ses-05330-fall-2013.html">http://www.gsd.harvard.edu/#/academics/courses/ses-05330-fall-2013.html</a>
SUP-500	Introduction to U.S. Health Care Policy	Government	Sheila Burke Richard Frank	The aim of this course is to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by the organization of the system. We will give attention to the status and implementation of the 2010 reform legislation and the ongoing budget debate in the U.S. Congress related to health care. We will focus on the major health policy institutions and important issues that cut across institutions, including private insurers and the federal/state financing programs (Medicare and Medicaid/SCHIP). In addition focus will be given to the quality of care, structure of the delivery system, the drivers of cost growth, and longterm care. The course will be a combination of lectures and discussions. The instructors will introduce topics and guide discussions. Students are expected to actively participate in the discussion. Literature from economics, politics, medical sociology, and ethics will be incorporated into discussions and written exercises. No disciplinary background is assumed, nor is any special familiarity with the field of health care required.	<a href="http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-500">http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-500</a>
SUP-582	Health Policy Reform: Comparative Approaches to Reducing Inequalities	Government	Mary Ruggie	The United States spends more than any other country on health care, yet ranks low among developed countries in terms of equality in access and health outcomes. At the same time, inequalities in health care abound across the states in the U.S. This course asks how and why some policies and programs are more successful than others in reducing inequalities based on SES, race/ethnicity, age, and gender. We compare national, state and local efforts across the U.S. as well as between the U.S. and Canada, Britain, and Germany, in a search for transferrable lessons and best practices. Our main focus is new developments in financing, paying physicians and other providers, and delivering primary and integrative health care. We examine the roles of public and private sector actors, the distribution of responsibilities for provision and outcomes, the construction of regulatory frameworks, forms of rationing, and the relationship between health and social policy.	<a href="http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-582">http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-582</a>
SUP-957	Core Course in Health Policy I	Government	Joseph Newhouse Richard Frank Alan Zaslavsky	This seminar is required for doctoral candidates in health policy and is open to others by permission of the instructor. Topics covered will include the financing and organization of health care, medical manpower, medical malpractice, technology assessment, prevention, mental health, long-term care, and quality of care. Prerequisite: API-101 at the A level, Econ 2140, or equivalent. This course is required for SUP-958. In general, masters students should take SUP-572 and not this course.  Permission of instructor required. Also offered by the Faculty of Arts and Sciences as Health Policy 2000 and by the School of Public Health as HPM-246.	<a href="http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-957">http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-957</a>

HDS 2959	Death and Dying in Life and Literature - A Clinical Pastoral Perspective	Divinity	Dorothy A. Austin	<p>This course will draw on classical and contemporary literature of illness and dying; attention given to bereavement; caring for dying people of different faiths; last rites and funeral customs; spirituality in health care contexts; hospice care; the right to die a dignified death; the clinical skills essential to caring for those who are dying, and their families and loved ones; and the all-important ways in which death awareness and intimacy with death can be life enhancing.</p> <p>Enrollment Limited: Limited to 15 students. Instructor's permission required.</p> <p>Open to BTI Students: Yes</p> <p>This course will draw on classical and contemporary literature of illness and dying; attention given to bereavement; caring for dying people of different faiths; last rites and funeral customs; spirituality in health care contexts; hospice care; the right to die a dignified death; the clinical skills essential to caring for those who are dying, and their families and loved ones; and the all-important ways in which death awareness and intimacy with death can be life enhancing.</p> <p>Enrollment Limited: Limited to 15 students. Instructor's permission required.</p> <p>Open to BTI Students: Yes</p>	<a href="http://www.hds.harvard.edu/academics/courses/course-detail.cfm?CrsNumber=2959&amp;section=01&amp;term=Fall&amp;year=2013">http://www.hds.harvard.edu/academics/courses/course-detail.cfm?CrsNumber=2959&amp;section=01&amp;term=Fall&amp;year=2013</a>
Children, Youth and International Human Rights	Children, Youth and International Human Rights	Law	Jacqueline Bhabha	<p>Since ratification of the UN Convention on the Rights of the Child twenty years ago, considerable progress has been made in advancing young children's enjoyment of basic social and economic rights including access to basic education and health care. These gains are not matched by corresponding advances for older children, particularly girls, minorities, and migrants: in many developing societies, secondary and tertiary education remains widely inaccessible, maternal mortality remains the largest cause of female teenage death, and youth unemployment and violence have reached epidemic proportions. What explains this differential performance, and how can the gap in realization of adolescent and youth human rights be addressed? The course will explore legal and other strategies for understanding and advancing the human rights of children, adolescents, and youth globally.</p> <p>Note: This course is jointly-listed with HKS as IGA-305. This course will meet at HKS and the first class meeting is scheduled for Thursday, September 5, 2013.</p>	<a href="http://www.law.harvard.edu/academics/curriculum/catalog/index.html">http://www.law.harvard.edu/academics/curriculum/catalog/index.html</a>
Food Law and Policy Clinic of the Center for Health Law and Policy Innovation	Food Law and Policy Clinic of the Center for Health Law and Policy Innovation	Law	Robert Greenwald Emily Broad Leib	<p>The Food Law and Policy Clinic of the Center for Health Law and Policy Innovation was established in 2010 to link Harvard Law students with opportunities to work with clients and communities on various food law and policy issues. The Clinic aims to increase access to healthy foods, prevent diet-related diseases such as obesity and type 2 diabetes, and assist small farmers and producers in participating in food markets.</p> <p>Students in the Clinic have the opportunity to work on a range of federal, state, and local law and policy projects, such as: working with state and local food policy councils to identify and support policy changes to the food system; analyzing and recommending ways to increase access to healthy produce for low-income individuals and those living in areas with limited food access; identifying and eliminating legal and non-legal barriers inhibiting small producers from selling at farmers markets, grocery stores, restaurants, and farm-to-school or farm-to-institution programs; assessing food safety laws to inform regulatory changes that could increase economic opportunities for small producers; establishing and supporting rural farmers markets, including breaking down barriers to the use of SNAP (food stamps) and WIC Farmers Market Nutrition Program benefits at markets; and investigating best practices to promote healthy school environments, including improving the food options available in public schools, promoting better school health curricula, increasing the procurement of fresh, local foods for school meals, and creating more opportunities for school and community gardens.</p> <p>Clinic projects will help students to hone a number of skills, including research and writing of legal and policy documents, reports, and training materials; statutory interpretation and drafting of legislation and regulations; conducting interviews and fact-finding with clients, stakeholders, and governmental agencies; and public speaking through conducting presentations and training. Clinic clients are located around the United States, and some students will have the opportunity to travel, as we work closely with partners in states such as Alabama, Arkansas, Mississippi, North Carolina, and Tennessee.</p>	<a href="http://www.law.harvard.edu/academics/curriculum/catalog/index.html">http://www.law.harvard.edu/academics/curriculum/catalog/index.html</a>
Health Law and Policy Clinic of the Center for Health Law and Policy Innovation	Health Law and Policy Clinic of the Center for Health Law and Policy Innovation	Law	Robert Greenwald	<p>Students enrolled in the Health Law and Policy Clinic of the Center for Health Law and Policy Innovation will participate in a broad range of national and state law and policy initiatives aimed at increasing access to quality, comprehensive health care for poor and low-income individuals and families - especially those living with chronic medical conditions.</p> <p>Through the clinic, students work to inform cutting-edge policy recommendations at the state and national levels in both the legislative and regulatory arenas. Student projects have involved informing both national and state level implementation of the Affordable Care Act through regulatory comments and analysis, providing law and policy analysis to national and state coalitions advocating to protect the Medicaid program, and investigating best practices at the state and local level, to support the development of new initiatives to increase access to treatment and service programs specifically designed to serve vulnerable populations.</p> <p>State level work is conducted in Massachusetts as well as other states—currently, projects are ongoing in Alabama, Florida, Georgia, Illinois, Louisiana, Mississippi, North Carolina and Texas. Students in the Center for Health Law and Policy Innovation will have the opportunity to travel to help facilitate trainings and meetings with state elected and appointed officials and community partners in these states, participate in national law and policy advocacy conferences, and facilitate issue-based meetings with community partners. Over the course of a semester, students can expect to accumulate a wealth of hands-on experience in current and emerging health law and policy issues. Students conduct legal and fact-based research to inform health law and policy recommendations that take shape as student-generated fact sheets, in-depth reports, comment letters, testimony, presentations, and draft legislation or regulatory guidance.</p> <p>While the primary offices of the Center for Health Law and Policy Innovation are at the HLS Legal Services Center in Jamaica Plain, we have an on-campus office in the new Wasserstein Clinical Wing. Given the national scope of much of our work, students can often meet with clinic staff and conduct their work at this on-campus location.</p>	<a href="http://www.law.harvard.edu/academics/curriculum/catalog/index.html">http://www.law.harvard.edu/academics/curriculum/catalog/index.html</a>

International Human Rights Clinic - Advanced	International Human Rights Clinic - Advanced	Law	Tyler Giannini Susan Farbstein	<p>This advanced clinical offering is for students who have completed at least one semester of the International Human Rights Clinic prior to the 2013-2014 academic year. New students may participate in the International Human Rights Clinic through its regular fall or spring clinic offering.</p> <p>Through the International Human Rights Clinic, students merge theory with practice and learn core skills necessary to become effective and thoughtful human rights advocates. Students work on pressing and timely human rights problems around the world, in collaboration with leading international and local human rights organizations. Those in the Clinic have the opportunity to explore a range of approaches to advancing the interests of clients and affected communities. For example, students interview survivors and document abuse; undertake legal, factual, and strategic analysis; and interact with media to build campaigns and message on human rights—all under the close supervision of the Clinic's expert human rights practitioners. Students work in small teams on a variety of human rights projects and cases. When appropriate, students travel to investigate abuses or pursue advocacy outside Cambridge, participate in sessions before intergovernmental bodies and arguments before courts, and formulate policy to promote respect for human rights principles and the rule of law. In any given term, the Clinic delves into a wide range of issues, including extrajudicial executions, torture, and criminal justice; the unlawful use of cluster munitions and other weapons; civilian protection in armed conflict; sexual and reproductive rights; human rights and the environment; business and human rights; the role of health professionals in torture; Alien Tort Statute litigation; and transitional justice. Our clinicians have expertise in numerous regions and countries, including in Latin America, Southern Africa, Eastern and Central Europe, the Middle East, Southeast Asia, and the United States. This wide range of skills, as well as thematic and geographic knowledge, exposes students to a variety of strategies and innovative techniques for promoting and protecting human rights.</p>	<a href="http://www.law.harvard.edu/academics/curriculum/catalog/index.html">http://www.law.harvard.edu/academics/curriculum/catalog/index.html</a>
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*WINTER*

HBS - 2230	Managing Global Health: Applying Behavioral Economics to Create Impact	HBS - Negotiation, Organizations & Markets	Nava Ashraf	<p>Educational Objectives</p> <p>Health, and development more broadly, is not something we give to people: it is something they produce themselves, interacting with supply-side and institutional factors. In this course, students learn how to design products and services from the perspective of the patient/customer and the provider/supplier. Students will also learn to utilize the most cutting-edge and gold standard research and evaluation methods in this design. Through exposure to major practitioner challenges and innovative solutions from HBS Case discussions, protagonists from the field, expert guest faculty from across Harvard, and engagement with research in public health, public policy, psychology, and economics, students will learn to bridge the worlds of research and action to creatively, and skillfully, make an impact in global health.</p>	<a href="http://www.hbs.edu/coursecatalog/2230.html">http://www.hbs.edu/coursecatalog/2230.html</a>
Food Law and Policy Clinic of the Center for Health Law and Policy Innovation	Food Law and Policy Clinic of the Center for Health Law and Policy Innovation	Law	Robert Greenwald Emily Broad Leib	<p>The Food Law and Policy Clinic of the Center for Health Law and Policy Innovation was established in 2010 to link Harvard Law students with opportunities to work with clients and communities on various food law and policy issues. The Clinic aims to increase access to healthy foods, prevent diet-related diseases such as obesity and type 2 diabetes, and assist small farmers and producers in participating in food markets.</p> <p>Students in the Clinic have the opportunity to work on a range of federal, state, and local law and policy projects, such as: working with state and local food policy councils to identify and support policy changes to the food system; analyzing and recommending ways to increase access to healthy produce for low-income individuals and those living in areas with limited food access; identifying and eliminating legal and non-legal barriers inhibiting small producers from selling at farmers markets, grocery stores, restaurants, and farm-to-school or farm-to-institution programs; assessing food safety laws to inform regulatory changes that could increase economic opportunities for small producers; establishing and supporting rural farmers markets, including breaking down barriers to the use of SNAP (food stamps) and WIC Farmers Market Nutrition Program benefits at markets; and investigating best practices to promote healthy school environments, including improving the food options available in public schools, promoting better school health curricula, increasing the procurement of fresh, local foods for school meals, and creating more opportunities for school and community gardens.</p> <p>Clinic projects will help students to hone a number of skills, including research and writing of legal and policy documents, reports, and training materials; statutory interpretation and drafting of legislation and regulations; conducting interviews and fact-finding with clients, stakeholders, and governmental agencies; and public speaking through conducting presentations and training. Clinic clients are located around the United States, and some students will have the opportunity to travel, as we work closely with partners in states such as Alabama, Arkansas, Mississippi, North Carolina, and Tennessee.</p>	<a href="http://www.law.harvard.edu/academics/curriculum/catalog/index.html">http://www.law.harvard.edu/academics/curriculum/catalog/index.html</a>

Health Law and Policy Clinic of the Center for Health Law and Policy Innovation	Health Law and Policy Clinic of the Center for Health Law and Policy Innovation	Law	Robert Greenwald	<p>Students enrolled in the Health Law and Policy Clinic of the Center for Health Law and Policy Innovation will participate in a broad range of national and state law and policy initiatives aimed at increasing access to quality, comprehensive health care for poor and low-income individuals and families - especially those living with chronic medical conditions.</p> <p>Through the clinic, students work to inform cutting-edge policy recommendations at the state and national levels in both the legislative and regulatory arenas. Student projects have involved informing both national and state level implementation of the Affordable Care Act through regulatory comments and analysis, providing law and policy analysis to national and state coalitions advocating to protect the Medicaid program, and investigating best practices at the state and local level, to support the development of new initiatives to increase access to treatment and service programs specifically designed to serve vulnerable populations.</p> <p>State level work is conducted in Massachusetts as well as other states—currently, projects are ongoing in Alabama, Florida, Georgia, Illinois, Louisiana, Mississippi, North Carolina and Texas. Students in the Center for Health Law and Policy Innovation will have the opportunity to travel to help facilitate trainings and meetings with state elected and appointed officials and community partners in these states, participate in national law and policy advocacy conferences, and facilitate issue-based meetings with community partners. Over the course of a semester, students can expect to accumulate a wealth of hands-on experience in current and emerging health law and policy issues. Students conduct legal and fact-based research to inform health law and policy recommendations that take shape as student-generated fact sheets, in-depth reports, comment letters, testimony, presentations, and draft legislation or regulatory guidance.</p> <p>While the primary offices of the Center for Health Law and Policy Innovation are at the HLS Legal Services Center in Jamaica Plain, we have an on-campus office in the new Wasserstein Clinical Wing. Given the national scope of much of our work, students can often meet with clinic staff and conduct their work at this on-campus location.</p>	<a href="http://www.law.harvard.edu/academics/curriculum/catalog/index.html">http://www.law.harvard.edu/academics/curriculum/catalog/index.html</a>
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**SPRING**

African and African American Studies 189x	Medicine, Culture, and Society	FAS - African and African American Studies	Jean Comaroff	This course examines the changing place of medicine in the long history of modernity. Focusing on key moments - the birth of the clinic, the colonial frontier (where biomedicine met its therapeutic "others"), the consolidation of medicine as self-governing profession, the age of genomics and biocapital - it explores the distinctive role of medical knowledge in the making of modernist persons, identities, and social worlds. Readings are drawn from across the social sciences, with material from Africa, Europe, and North America. Part lecture, part discussion, the class will be open to upper-level undergraduates and graduates.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/african-and-african-american-studies-189x-medicine-culture-and-society">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/african-and-african-american-studies-189x-medicine-culture-and-society</a>
Anthropology 2862	Anthropology of Biomedicine	FAS - Anthropology	Arthur Kleinman	Examines the culture, history, institutional arrangements, social relationships, technology, training, political economy and local worlds of contemporary biomedicine. Readings are from medical anthropology, anthropology of science, history of medicine, and sociology and political science.  Prerequisites: For graduate students and advanced undergraduates	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/anthropology-2862-anthropology-biomedicine-0">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/anthropology-2862-anthropology-biomedicine-0</a>
Classical Studies 165	Medicine in the Greco-Roman World	FAS - General Education	Mark Schiefsky	Theories and practices of health and healing in the ancient Greco-Roman world, with special emphasis on the relationship of learned medicine to philosophy and other healing traditions.  Note: This course, when taken for a letter grade, meets the General Education requirement for Culture and Belief or the Core area requirement for Historical Study B. This course fulfills the requirement that one of the eight General Education courses also engage substantially with Study of the Past.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/classical-studies-165-medicine-greco-roman-world-0">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/classical-studies-165-medicine-greco-roman-world-0</a>
Culture and Belief 58	Case Studies in the Medical Humanities: Interdisciplinary Perspectives on the Experience of Illness and Healing - (New Course)	FAS-Culture and Belief	Arthur Kleinman David Shumway Jones	Disease and healing pose pragmatic and moral challenges for individuals and societies. Artists and writers have struggled to make sense of these tragic and transcendent experiences through fiction, poetry, art, and music. Scholars can explore these archives of the illness experience to understand not just disease and medicine but also what it means to be human. This interdisciplinary course examines how the medical humanities can change how we think about suffering, resilience, and care-giving, an endeavor relevant to anyone who expects to encounter these problems in life (i.e., everyone). In 2014 the course will focus on death and dying. Future offerings will address epidemics, chronic disease, mental illness, or caregiving.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/culture-and-belief-58-case-studies-medical-humanities-interdisciplinary">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/culture-and-belief-58-case-studies-medical-humanities-interdisciplinary</a>
English 190x	Philosophy and Literature: The Problem of Consent - (New Course)	FAS-English Offered jointly with Harvard Law School as 2619	Elaine Scarry	'Consent' in literature, medicine, political philosophy, and law. Four major topics are freedom of movement (Locke's Second Treatise, Dickens's A Tale of Two Cities, DeQuincey's English Mail-Coach, Harlan's dissent in Plessy v. Ferguson), constitution and contract-making (European city contracts, Shakespeare's A Midsummer Night's Dream, Federalist Papers), the grounding of consent in the body (Plato's Crito, Euripides' Hecabe, Donne's poetry, Rousseau's Social Contract, contemporary medical case law), and decision making in war (Homer's Iliad, Sophocles' Philoctetes).  Note: Offered jointly with Harvard Law School as 2619.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/english-190x-philosophy-and-literature-problem-consent-new-course">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/english-190x-philosophy-and-literature-problem-consent-new-course</a>
*Freshman Seminar 23I	Medicine, Law, and Ethics: An Introduction	FAS-Freshman Seminar	Shahram Khoshbin	Explores medical, legal, and ethical aspects of medical care, with particular attention to medical decision-making at the beginning and end of life, participants in research on human subjects, human reproductive technologies, mental illness, and experimentation on animals. Historical background of present-day medical practices and relevant law to be discussed.  Note: Open to Freshmen only. Prerequisites: All students are welcome, but this seminar is particularly geared to pre-medical and pre-law students. Students are advised that this course is intended to be introductory.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/freshman-seminar-23I-medicine-law-and-ethics-introduction">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/freshman-seminar-23I-medicine-law-and-ethics-introduction</a>

*History 97a	"What is the History of Medicine?" - (New Course)	FAS - History	Emmanuel K. Akyeampong	The emergence of the science of medicine and its professionalization have been integral aspects of human history. The history of medicine allows us to trace the various traditions that have come together to create "modern medicine." In this section, students will examine the human endeavor to be healthy and to cure disease. The practice of medicine draws on changing ideas about the natural world and the body. It also demands interventions in the physical environment so as to maximize public health, and readily incorporates transformative technologies from other sectors of human society. Students will be asked to reflect on the interaction of medicine and culture through questions such as: How did western powers use biomedicine in the context of empire? How do non-western cultures appropriate and indigenize biomedicine?	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-97a-what-history-medicine-new-course">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-97a-what-history-medicine-new-course</a>
*History of Science 97	Tutorial - Sophomore Year	FAS - History of Science	Anne Harrington	Sophomore tutorial is a hands-on course that introduces students to some of the most exciting and productive questions in the history of science, technology and medicine, while developing critical reading, presentation and discussion skills. Small groups of students will tackle different aspects of a larger theme each week and share discoveries in sessions led by the faculty instructor. The course will be further enhanced by a series of supervised individual projects. During the 2014 spring term, the course instructor will be Megan Shields Formato.  Note: Required for undergraduate concentration in History and Science. Students must register for one plenary class session that meets on Mondays from 12:00-1:30 or 3:00-4:30, as well as a weekly section to be arranged.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-97-tutorial-sophomore-year">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-97-tutorial-sophomore-year</a>
History of Science 106	History of Ancient Science	FAS - History of Science	Mark Schiefsky	An examination of key aspects and issues in the development of ancient science, focusing on natural philosophy from the Presocratics to Aristotle as well as its relation to early Greek medicine and mathematics. Some consideration will also be given to the historiography of natural philosophy within this period.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-106-history-ancient-science">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-106-history-ancient-science</a>
History of Science 112	Magic, Medicine and Miracles: Health and Healing in the Middle Ages and Renaissance	FAS - Core Curriculum	Katharine Park	An introduction to theories and practices of healing in the medical, religious, and magical realms. Topics include the construction of medical authority and expertise, potions and incantations, saints' cults, the play of sex and gender among healers and patients, the multiple social and cultural roles played by early hospitals, and responses to "new" diseases such as syphilis and plague.  Note: This course, when taken for a letter grade, meets the Core area requirement for Historical Study B.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-112-magic-medicine-and-miracles-health-and-healing">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-112-magic-medicine-and-miracles-health-and-healing</a>
History of Science 113	Crusades, Plagues and Hospitals: Medicine and Society in the Islamic Middle Ages	FAS - Core Curriculum	Ahmed Ragab	Surveys the recasting of Islamic medical practices, traditions, and institutions in response to the many health challenges of the turbulent Middle Ages, from the eleventh through the thirteenth centuries, including wars, invasions, and epidemics.  Note: This course, when taken for a letter grade, meets the Core area requirement for Historical Study B.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-113-crusades-plagues-and-hospitals-medicine-and-society">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-113-crusades-plagues-and-hospitals-medicine-and-society</a>
History of Science 145v	Advocacy, Activism, and Social Movements in Medicine - (New Course)	FAS - History of Science	Aaron Pascal Mauck	Modern medicine is often viewed as a system in which the few dominate the many in socially acceptable ways. By virtue of their expertise, doctors are given the right to make life-changing decisions about people with relatively little say from those affected. Yet power relations between doctors and patients have historically been far more complicated, as non-experts have long strove to find a place in decision-making about medical research and treatment. With topics ranging from medical consumerism to targeted disease advocacy, this course examines the historical processes through which non-experts have sought to shape the course of medicine around their own beliefs, values, and goals.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-145v-advocacy-activism-and-social-movements-medicine">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-145v-advocacy-activism-and-social-movements-medicine</a>
History of Science 146	Introduction to Women's Bodies in Medicine	FAS - History of Science	Chin Jou	This course examines: 1) the evolution of medical and scientific discourse on women's bodies, and the social and political developments that have informed those discussions; 2) the ways in which classifications and diagnoses of various pathologies have been gendered; and 3) the surveillance of women's bodies via various screening measures. Specific course topics include: the history of hysteria, eating disorders, women's representation in clinical trials, the HPV vaccine, contraception, and cosmetic surgery.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-146-introduction-womens-bodies-medicine">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-146-introduction-womens-bodies-medicine</a>
History of Science 148	History of Global Health	FAS - Core Curriculum	Aaron Pascal Mauck	A survey course exploring the interrelated histories of public health, international health, and global health from the 19th to the 21st centuries, with attention to the relationship between Western and non-Western forms of scientific practice and health systems. This course will trace the role of health and medicine in mediating the relationships between metropolis and colony, state and citizen, North and South, public welfare and private interest, research practices and human subjects, the commodification of health and the body, and human rights discourse. The course will be divided chronologically into four parts, tracing imperial health formations in the long 19th century, the nascent internationalism of the interwar period, the construction of bureaucracies of development in the postwar and postcolonial era, and configurations of public- and private-sector actors in late 20th and early 21st century global health practices.  Note: This course, when taken for a letter grade, meets the Core area requirement for Historical Study A.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-148-history-global-health">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-148-history-global-health</a>
*History of Science 246	History and Anthropology of Medicine and Biology	FAS - History of Science	David Shumway Jones Stefan Helmreich (MIT)	Explores recent historical and anthropological approaches to the study of life in both medicine and biology. Topics include: natural history and medicine before the emergence of biology; the history of heredity and molecular biology; race and medicine in the colonies and the metropole; bioeconomic exchange; old and new forms of biopower at molecular, organismic, and global scales. The seminar trains students to engage in scholarly debates in the humanities, social sciences, and natural sciences about the nature of life, the body, and biomedicine. Co-taught with Professor Stefan Helmreich (MIT Anthropology); the class will meet at Harvard.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-246-history-and-anthropology-medicine-and-biology">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-246-history-and-anthropology-medicine-and-biology</a>
History of Science 248	Ethics and Judgment in the History of Science and Medicine	FAS - History of Science	David Shumway Jones	Examines the tensions felt by historians and physicians between historicizing past ethical behaviors and norms and wanting to pass judgment on past actors and actions. Topics include contested diseases and accusations of unethical research; the focus in Spring 2014 will be on controversial therapeutics.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-248-ethics-and-judgment-history-science-and-medicine">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-248-ethics-and-judgment-history-science-and-medicine</a>
*History of Science 250	Readings in Women's Bodies in Medicine	FAS - History of Science	Chin Jou	For graduate students and advanced undergraduates. Topics will be similar to those covered in History of Science 146, "Introduction to Women's Bodies in Medicine," but with additional readings and a focus on historiography. Students will complete a 20-25 page paper based on original research.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-250-readings-womens-bodies-medicine">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/history-science-250-readings-womens-bodies-medicine</a>

*SCRB 130	Biomedical Entrepreneurship: Turning Ideas into Medicine	FAS - Stem Cell and Regenerative Biology	Derrick J. Rossi	Medicines and other therapeutics have revolutionized the treatment of many diseases. Few of us pause to consider how these products are developed from an initial discovery in the lab to the treatment of patients. This course will consider this journey by incorporating scientific, biotechnology, intellectual property, venture capital, and business perspectives. In addition to lectures, students will work on group projects to chart a strategy toward bringing a novel biomedical idea to the clinic.  Prerequisites: Life and Physical Sciences A or Life Sciences 1a; Life Sciences 1b; SCRB 10 or MCB 52, or permission of the instructor.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/scrb-130-biomedical-entrepreneurship-turning-ideas-medicine-0">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/scrb-130-biomedical-entrepreneurship-turning-ideas-medicine-0</a>
Sociology 160	Medicine, Health Policy and Bioethics in Comparative and Global Perspective: Conference Course	FAS - Sociology	Mary-Jo Del Vecchio Good	Complements Sociology 162. Examines the culture and political economy of biomedicine and health care institutions in the US and internationally. Analysis of current debates on medical education and the new professionalism; clinical narratives, the medical imaginary and the biotechnical embrace; cultural diversity, disparities and inequalities in medical and mental health care; medical error and quality of care; just use of societal resources; and bioethical dilemmas in clinical practice, medical missions and interventions, and international research and health policies.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/sociology-160-medicine-health-policy-and-bioethics-comparative-and-0">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/sociology-160-medicine-health-policy-and-bioethics-comparative-and-0</a>
*Studies of Women, Gender, and Sexuality 1421	Medical Management of the Female Body	FAS - Studies of Women, Gender, and Sexuality	Sarah S. Richardson	This course examines how Western medical knowledge, practices, and institutions define female health and normality and manage diseased and gender-variant female bodies. How, for instance, does medicine conceive of the female body as a medical problem or mystery and how do race, class, and sexuality inflect these conceptions? Topics include: "female maladies," medicalization of childbirth and the pregnant body, medical management of transgender and intersexed bodies, ideals of fitness, cosmetic surgery, disability, and pharmaceutical marketing.	<a href="http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/studies-women-gender-and-sexuality-1421-medical-management-female-body">http://www.registrar.fas.harvard.edu/courses-exams/course-catalog/studies-women-gender-and-sexuality-1421-medical-management-female-body</a>
HSCI E-200	Crusades, Plagues and Hospitals: Medicine and Society in the Islamic Middle Ages	Continuing Education	Ahmed Ragab	This seminar traces the history of the crusades from a sociocultural perspective, lending a careful ear to the society, its changes, and its development. We use medicine as a lens to analyze the cultural, religious, and scientific life of the Middle East, with its Latin, Byzantine, and Islamic domains, from the eleventh to the thirteenth century. (4 credits)	<a href="http://www.extension.harvard.edu/courses/24050">http://www.extension.harvard.edu/courses/24050</a>
ENVR E-160	Critical Thinking about Environmental and Public Health Issues	Continuing Education	David P. Ropeik	Our ideas about complex environmental and public health issues such as climate change, industrial chemicals, and species extinction are largely formed by simplistic and dramatized media coverage and distorting political spin from all sides. In this course, students learn how to think about these issues more carefully. As a result, their views and perspectives are better informed and their choices are more intelligent and healthier for them and their families. Topics include risk perception—the psychology that explains why we are often more afraid of lesser risks and less afraid of bigger ones, and how that perception gap can be dangerous; media coverage of environmental and public health issues; risk analysis—the controversy over choosing policy options based on economics; the risk sciences of epidemiology and toxicology—what they can and cannot tell us; and hormesis—the discovery by toxicologists that small exposures to toxic substances may be beneficial. Other issues include endocrine disruption, radiation, air pollution (indoor and outdoor), pesticides, major causes of death (heart disease, cancer, stroke, diabetes, and accidents), and emerging infectious diseases. (4 credits)	<a href="http://www.extension.harvard.edu/courses/22435">http://www.extension.harvard.edu/courses/22435</a>
ENVR E-165	Human Health and Global Environmental Change	Continuing Education	Aaron Bernstein	This course explores the human health dimensions of global environmental change, such as climate change and the loss of biodiversity, and considers, in particular, their relevance to nutrition, the emergence and spread of infectious disease, and population displacement. Identifying solutions to these public health challenges is also considered. The recorded lectures are from the Harvard School of Public Health course Environmental Health 278-01, which meets March 24-May 16. Spring registration deadlines (January 26, February 3 for late registration) apply. The last day to withdraw for 100 percent tuition refund is March 30.  Prerequisite: bachelor's degree or permission of the instructor. (4 credits)	<a href="http://www.extension.harvard.edu/courses/23703">http://www.extension.harvard.edu/courses/23703</a>
ENVR E-167	Case Studies in Urbanization: Public Health, Water, Sanitation, and Food Security	Continuing Education	Enrique Cifuentes	Students learn how to analyze and rethink premises related to public health, water, sanitation, and crop-production challenges. Case studies are used to analyze the implications of these activities and the impacts of compliance with the Millenium Development Goals (MDGs) for different communities around the world. Students engage in discussion regarding environmental issues and potential solutions to local concerns. (4 credits)	<a href="http://www.extension.harvard.edu/courses/23994">http://www.extension.harvard.edu/courses/23994</a>
PSYC E-1504	Positive Psychology and Neuroscience: Implications for Health, Development, Learning, and Well-Being	Continuing Education	Stephanie Peabody	How do our brains create the experiences of pleasure, happiness, and well-being? For most of the past century, the scientific study of psychology—including emotion, cognition, and behavior—has neglected these questions. Instead, psychology has tended to focus on understanding the more negative aspects of human functioning such as fear, anxiety, depression, deviant behaviors, and other types of psychopathology. More recently, new research has emerged to address some of the knowledge gaps related to the psychological foundations of pleasure, happiness, and well-being. One field, positive psychology, uses scientific methods of psychology to study the emotional and cognitive basis of the virtues and strengths that allow individuals and communities to thrive. Another rapidly growing field—social, cognitive, and affective neuroscience—applies the lens of science toward better understanding the basic brain processes underlying reward and emotion to clarify how these processes relate to complex positive experiences. This course is designed to explore and critically evaluate key theories and research findings concerned with the psychology and neuroscience of positive experience, functioning, and flourishing. (4 credits)	<a href="http://www.extension.harvard.edu/courses/24064">http://www.extension.harvard.edu/courses/24064</a>
BIOS E-102	Newsworthy Topics in Contemporary Life Sciences	Continuing Education	William J. Anderson	Scientists constantly make groundbreaking discoveries, some of which receive attention by the press. This course, designed for non-scientists, provides the scientific background to appreciate these reports more fully. We discuss three exciting topics in the life sciences: stem cells, cancer, and infectious diseases. (4 credits)	<a href="http://www.extension.harvard.edu/courses/23074">http://www.extension.harvard.edu/courses/23074</a>

				<p>This class examines health issues in developing countries from the standpoint of applied economics. Specific topics include: (1) understanding the complex relationship between health, population, and economic growth; (2) understanding key challenges to improving individual and global health (3) recognizing differences between optimal health decisions from an individual, national, and global perspective. We will examine the empirical evidence in support of interventions affecting health including the success and failure of interventions that target infant mortality, diarrhea, worms, AIDS, and malaria as well as smoking and obesity. We will also investigate the role of health insurance as well as different approaches to deliver health care in resource-constrained settings. Prerequisite: At least one course in microeconomics and one course in applied statistics or econometrics.</p> <p>Also offered by the Economics Department as Ec 1389.</p> <p>This class examines health issues in developing countries from the standpoint of applied economics. Specific topics include: (1) understanding the complex relationship between health, population, and economic growth; (2) understanding key challenges to improving individual and global health (3) recognizing differences between optimal health decisions from an individual, national, and global perspective. We will examine the empirical evidence in support of interventions affecting health including the success and failure of interventions that target infant mortality, diarrhea, worms, AIDS, and malaria as well as smoking and obesity. We will also investigate the role of health insurance as well as different approaches to deliver health care in resource-constrained settings. Prerequisite: At least one course in microeconomics and one course in applied statistics or econometrics.</p>	
SUP-518	Economics of Global Health	Government	Gunther Fink Margaret McConnell	Also offered by the Economics Department as Ec 1389.	<a href="http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-518">http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-518</a>
				<p>Policy issues related to the following topics are considered in the course: the demand for medical care services, especially as a function of insurance; the demand for insurance and issues of selection; reimbursement policies of Medicare and other payers toward health plans, hospitals, and physicians; effects of health maintenance organizations and managed care; and malpractice and tort reform. The focus is mainly on the U.S., but there is some account of similar issues elsewhere. The perspective will generally be that of federal policy, although state and local perspectives will receive some attention. The course will take account of the health reform bill of 2010 and covers some methods issues. Prerequisite: API-101, API-201, and API-202 or equivalent. API-202 may be taken concurrently.</p>	
SUP-572	The Economics of Health Care Policy	Government	Joseph Newhouse	Also offered by the School of Public Health as HPM227 and by the Faculty of Arts and Sciences as Ec 1460.	<a href="http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-572">http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-572</a>
				<p>This course is designed to meet the following objectives: (1) to analyze the politics surrounding major health policy developments in the United States; (2) to examine and to develop possible strategies for influencing political debates and health policy outcomes; and (3) to emphasize the ways political analysis and strategy can improve policy outcomes. Major topics to be covered include analyzing the role of interest groups, media, public opinion, legislative lobbying, elections, coalition building, policy legacies, institutions, and the politics of information as it affects health policy. Case studies focus on the enactment of the Medicare Prescription Drug Bill, The Massachusetts Universal bill, as well as passionate issues such as abortion. Major movements toward comprehensive national health insurance, including the Clinton and Obama health plan, will also be covered. Leaders in political strategy from both the health and political fields will be guest lecturers.</p>	
SUP-575	Political Analysis and Strategy for U.S. Health Policy	Government	Robert Blendon	Also offered by the School of Public Health as HPM 247cd.	<a href="http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-575">http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-575</a>
				<p>Focuses on theory, econometric models, and public policy of health care. Frontier work in health economics will be presented and discussed by instructors and outside speakers. Topics covered will include public and private investments in health, hospital, and physician models, markets and competition in health care, and regulation and financing of hospital services.</p>	
SUP-951	Doctoral Seminar in the Economics of Health and Medical Care	Government	Amitabh Chandra	Permission of the instructor required for nondoctoral students. Also offered by the Economics Department as Ec 2460 and by the School of Public Health as HPM296. (Also offered at Boston University.) Meeting location moves to the HKS on March 31.	<a href="http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-951">http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-951</a>
				<p>This seminar is the follow-on seminar to the fall term SUP-957. It is required for doctoral candidates in health policy and is open to others by permission of the instructor. Topics covered will include the financing and organization of health care, medical manpower, medical malpractice, technology assessment, prevention, mental health, long-term care, and quality of care. Prerequisite: SUP-957 or API-101 at the A level, Econ 2140a, or equivalent. In general, masters students should take SUP-572 and not this course.</p>	
SUP-958	Core Course in Health Policy II	Government	Joseph Newhouse Richard Frank Alan Zaslavsky	Permission of instructor required. Also offered by the Faculty of Arts and Sciences as Health Policy 2000 and by the School of Public Health as HPM-246.	<a href="http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-958">http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/sup-958</a>