Multidisciplinary in approach and collaborative in spirit, the Bi-College Health Studies Minor embraces insights from the natural sciences, social sciences, and humanities. Students learn how to synthesize evidence and methods from an array of disciplinary perspectives to investigate the causes, treatment, and care of illness and affliction. Students also gain experience in working in productive partnerships with each other and community stakeholders in the pursuit of health for all.

The minor welcomes students from every major at both Haverford and Bryn Mawr, and the diverse perspectives of both students and faculty help to create an exceptionally rich and comprehensive learning experience. At the same time, the minor is dedicated to fostering each student’s particular academic and professional goals, which may include work in medicine, public health, health policy and economics, medical anthropology, journalism, social work, and medical humanities, among many possibilities.

The mission of the minor includes:
- creating a coherent curricular structure in which students address issues of health and disease informed by multidisciplinary investigations, combining insights from the natural sciences, social sciences, and humanities.
- developing students’ skills to think and write critically with depth, precision and sophistication about complex topics on health, disease and social justice.
- preparing students to work in partnership with diverse stakeholders to contribute to the well being of local communities and global populations.

Students may complete the Health Studies Minor in conjunction with any major at Haverford or Bryn Mawr, pending approval of the student’s coursework plan by the home department and the home-campus Health Studies director.

LEARNING GOALS

General
- Understand the interconnected physical, social, and humanistic dimensions of community health as described in the three core tracks below.
- Analyze the determinants of health and disease employing multidisciplinary perspectives.
- Apply principles of public health and social justice to contemporary issues of disease and well-being.
- Collaborate in interdisciplinary research and teamwork for improving community health.
- Conduct a literature review on a health issue employing diverse academic and public resources.

(Adapted from the Association of Schools of Public Health’s Undergraduate Public Health Learning Outcomes.)

Learning Goals: Three Core Tracks

M Track (Mechanisms of Disease and the Maintenance of the Healthy Body):
- Describe the biological mechanisms and risk factors of both infectious and chronic diseases.
- Understand how methods of epidemiology and surveillance are used to monitor population health and respond to disease outbreaks.
- Evaluate multiple sources of health information and assess health data; use this information to develop responses to individual and community health issues.
- Assess the influence that scientific research and technology have on individual and population health.

R Track (Cultural, Literary and Visual Representations of Health and Illness):
- Identify the role that humanistic inquiry plays in developing responses to pressing health issues.
- Understand how literary and visual representations and cultural productions shape conceptions of health, illness, and the body.
- Explore the diversity of health beliefs and healing practices among individuals, communities, and cultures in local, national, and global contexts.
- Analyze ethical dilemmas in the field of public health, clinical medicine, and biomedical research.
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- Understand how intersections of gender, race, ethnicity, and sexual discrimination shape health and disease, risk and vulnerability.

S Track (Familial, Social, Civic and Governmental Structures that Respond to Issues of Health and Disease):
- Investigate how social, political, legal, and economic structures and institutions influence responses to health and disease.
- Examine public health as social justice with a fundamental right to health and health services.
- Identify stakeholders who influence health programs and interventions.
- Recognize the impact of policies, laws, and legislation on both individual and population health.
- Understand roles and responsibilities of government, non-government agencies, and private organizations in promoting health.
- Understand how organizational structures, financing, and the delivery of health care and public health services impact population health.
- Recognize the role of community collaborations in promoting population health.

**Learning Goals for the Capstone Course**

- Through lectures, assigned and independent reading, students will work together to develop significant expertise in the chosen thematic area.
- Students, individually or in small groups, will identity an issue important to health and disease and prepare a research proposal that synthesizes and analyzes literature from their disciplinary field.
- Students will propose an original study of a health issue. The nature of this original research proposal would depend on the specific disciplinary perspective and major of the student. For example, the end product of the proposed work could be: a set of experiments and a discussion of the potential results; the design of a drug trial, complete with the correct statistical analysis; an educational curriculum or community intervention; a proposal for a monograph; or an artistic work.
- Students will share their preliminary proposals in formal oral presentations over the course of the semester. Meetings of the seminar will be set aside for formal critique of nascent proposals, such that each student will have the chance to participate in the generation of their colleagues’ proposals.
- Students will present and defend their project in a poster or oral presentation at the end of the course.

**CURRICULUM**

The curriculum is designed to offer breadth in the study of health and illness, both locally and globally. The minor offers an array of courses on both campuses in three tracks (M-R-S) which explore:

- biological, chemical, and psychological MECHANISMS and processes of disease and maintenance of health.
- cultural, literary, and visual REPRESENTATIONS of health and illness; and ethical issues in care and treatment.
- familial, social, governmental, civic SYSTEMS that structure risk of disease and access to health care.

Students are required to take an introductory level course (HLTH 115) and a senior-level capstone course (HLTH 398). Both courses introduce students to a range of perspectives on health and illness; and the capstone allows students the opportunity to explore with depth a health issue informed by their coursework and interests, while offering ideas for new directions in research and action.

**MINOR REQUIREMENTS**

The Health Studies Minor consists of six courses, which include:

- A required introductory course (HLTH 115), offered in the spring semester, to be taken prior to the senior year.
- Three elective core course credits from a list approved by the faculty steering committee. Students must elect two of these courses from a department outside of the student’s major, and at least two of these courses should be at the non-introductory level. Students must take one course in each of three tracks:
  - M track: Mechanisms of Disease and the Maintenance of the Healthy Body
  - R track: Cultural, Literary, Visual and Ethical Representations of Health and Illness
  - S track: Responses of Familial, Social, Civic and Governmental Structures to Issues of Health and Disease.
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(See the HS website for lists of approved core courses in the three tracks.)

- One additional course, outside the student’s major. Students may choose either a core course or one selected from a list of approved affiliate courses which deal with health issues, but not necessarily as their primary focus. (See the HS website for lists of approved affiliate courses.)
- A senior capstone seminar (HLTH 398), organized around a single theme, which varies each year. Potential themes could be a particular health intervention (e.g., vaccinations), a specific disease (e.g., diabetes), or a specific population (e.g., Native Americans). Students analyze current literature addressing the theme from their own disciplinary perspectives and develop original research proposals and collaborative projects.

Some examples of past courses include:

M Track: The Mechanisms of Disease and the Maintenance of the Healthy Body (e.g. Neuroscience of Mental Illness):
- BIOL 301: Advanced Genetic Analysis
- BIOL 308: Immunology
- PSYC 327: Supersized Nation: Understanding and Managing America’s Obesity Epidemic
- PSYC 337: Stress and Coping
- PSYC 245: Health Psychology

R Track: Cultural and Literary Representations of Health and Illness (e.g. Medical Anthropology):
- ANTH 224: Microbes, Animals and Humans
- ICPR 223: Mental Affliction: The Disease of Thought
- PICPR 302: Bodies of Injustice: Health, Illness and Healing in Contexts of Inequality
- ANTH 200: Viruses, Humans, Vital Politics: An Anthropology of HIV & AIDS
- ICPR 281: Violence and Public Health

S Track: Responses of Familial, Social, Civic and Governmental Structures to Issues of Health and Disease (e.g. History of Medicine in Africa):
- ICPR 302: Bodies of Injustice: Health, Illness and Healing in Contexts of Inequality
- PSYC 327: Supersized Nation: Understanding and Managing America’s Obesity Epidemic
- ANTH 200: Viruses, Humans, Vital Politics: An Anthropology of HIV & AIDS
- ICPR 281: Violence and Public Health

STUDY ABROAD

Health studies is distinguished by its investigation of how local conditions of health and disease are shaped by interconnected global forces and processes, such as (im)migration, traveling microbes, war and conflict, and international humanitarian projects. The program encourages students to take advantage of the many opportunities for enriching their academic work through independent research and/or internships, in both domestic and international settings. These opportunities will help students face the challenges of integrating data and theory into their hands-on work in medicine and public health, in both clinical and community settings. Haverford students may seek support through Haverford’s Center for Peace and Global Citizenship (CPGC), from the John B. Hurford ’60 Center for the Arts and Humanities (HCAH), or the Koshland Integrated Natural Sciences Center (KINSC).

Health studies students have taken advantage of a rich array of international internships, including programs in Mexico, Nicaragua, Uganda, South Africa and Thailand.

FACULTY

At Haverford:

Christopher Roebuck
Anthropology, Health Studies Coordinator (Fall)

Kaye Edwards
Independent College Programs, Health Studies Coordinator (Spring)

Karin Åkerfeldt
Chemistry

Richard Ball
Economics

Kimberly Benston
English

Susan Benston
English

Frances Blase
Chemistry

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Louise Charkoudian
Chemistry

Rebecca Compton
Psychology

Robert Fairman
Biology

Andrew Friedman
History

Victoria Funari
Independent College Programs

Darin Hayton
History

Kristin Lindgren
Writing Program

Philip Meneely
Biology

Weiwen Miao
Mathematics and Statistics

Zolani Ngwane
Anthropology

Zachary Oberfield
Political Science

Judith Owen
Biology

Jaclyn Pryor
English

Carol Schilling
Independent College Programs

Aleksandra Snyder
Biology

Terry Snyder
Librarian of the College

Jill Stauffer
Peace, Justice and Human Rights

Jeanne Vacaro
Peace, Justice and Human Rights

Thomas Wadden
Psychology

Affiliated Faculty at Bryn Mawr:
Susan White
Chemistry, Co-Director of Health Studies

Kalala Ngalamulume
Africana Studies, History, Co-Director of Health Studies

William Alpert
Psychology

Sara Bressi
Social Work

Tamara Davis
Biology

Victor Donnay
Mathematics, Environmental Studies

Marissa Golden
Political Science

Erica Graham
Mathematics

Karen Greif
Biology

Carol Hager
Political Science

Yan Kung
Chemistry

Rudy Mentheour
French

Bill Malachowski
Chemistry

Melissa Pashigian
Anthropology

Laurel Peterson
Psychology

Leslie Rescorla
Psychology
HEALTH STUDIES MINOR

Marc Schulz
Psychology

Maja Seselj
Anthropology

Cindy Sousa
Social Work

Elly Truitt
History

COURSES

HLTHH115 INTRODUCTION TO HEALTH STUDIES
Judith Owen, Christopher Roebuck
The multidisciplinary foundation for the health studies minor. Students will be introduced to theories and methods from the life sciences, social sciences, and humanities and will learn to apply them to problems of health and illness. Topics include epidemiological, public health, and biomedical perspectives on health and disease; social, behavioral, and environmental determinants of health; globalization of health issues; cultural representations of illness; health inequalities, social justice, and the ethics of health as a human right. Crosslisted: ICPR; Social Science (SO)

HLTHH200 VIRUSES, HUMANS, VITAL POLITICS: AN ANTHROPOLOGY OF HIV & AIDS
Christopher Roebuck
This course provides a theoretical foundation for cultural analyses and responses to HIV & AIDS. Topics include the history of HIV & AIDS and their epidemiological trends; medical and public health responses in various (inter)national settings; structural factors shaping vulnerability and access to prevention and treatment; local and global AIDS activism; social stigma, discrimination, and criminalization; discourses of human rights, humanitarianism, and citizenship; and representations of risk, sickness, and care. Prerequisite(s): Introduction to Anthropology or related social science; Crosslisted: Anthropology; Social Science (SO)

HLTHH204 MEDICAL SOCIOLOGY
Staff
This course will cover how definitions of health and illness are socially constructed, vary by culture, and change over time. The topics in this course include mental health, health care reform, market-based approaches to health, obesity and eating, sports injuries, sexual dysfunction, and the new MCAT section in social science, among others. Crosslisted: Sociology; Social Science (SO)

HLTHH208 DISABILITY AND SUPERABILITY ON SCREEN; FROM BIOETHICS TO SOCIAL JUSTICE
Carol Schilling
Focusing on representations in film, this course examines ethical questions emerging from medical and social responses to disabilities and superabilities and the consequences of those responses for human culture and for individual lives. Social Science (SO)

HLTHH209 ABNORMAL PSYCHOLOGY
Elizabeth Gordon
A review of major clinical and theoretical literature pertaining to the definition, etiology, and treatment of important forms of psychopathology. Prerequisite(s): PSYC 100 or consent. Crosslisted: Psychology; Social Science (SO)

HLTHH213 BIOETHICS & SOCIAL JUSTICE
Christopher Roebuck
This is course offers social science perspectives on bioethics. It takes as its object of investigation bioethics itself and the conditions of its possibility and emergence in the last 50 years as a complex, netting together a growing assembly of actors, objects, relations, sites, and issues under the aegis of the good and the just in science and medicine. But how is the good and just defined; by whom; why; and with sorts of consequences for life and death, health and illness, survival and injury? Topics (i.e., problems, questions, case studies) include definitions of life, death, personhood; access to medical care and pharmaceuticals; biological experimentation and pharmaceutical trials; sex and the body; race, gender, and medical discrimination; health equity, social justice, and human rights. Prerequisite(s): one course from the division of Social Sciences; Social Science (SO)

HLTHH218 EXPERIENCING AND RESPONDING TO ILLNESS AND DISABILITY: 1793-1930
Staff
Multidisciplinary exploration of the relationship between shifting paradigms in 19th-century medical science and public health, and social, cultural, artistic and architectural responses. Readings included secondary historical and
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theoretical narratives and primary sources. Prerequisite(s): HLTH 115 or permission of instructor; Crosslisted: ICPR; Humanities (HU)

HLTHH221 EPIDEMIOLOGY AND GLOBAL HEALTH
Staff
This course will examine the interplay of biomedical, societal, and ethical concerns in global health. A unit on epidemiology will provide the analytical tools to measure effectiveness of various public health responses. Case studies will highlight the impact of medical science, economics, culture, and politics on public health in different countries. Prerequisite(s): college-level biology course; a course in statistics is recommended; Crosslisted: ICPR, Natural Science (NA)

HLTHH223 MENTAL AFFLICTION: THE DISEASE OF THOUGHT
Susan Benston
Drawing on illness memoirs, literary fiction, case histories, and essays in neuroscience, physics, and philosophy of mind, this course will explore how far the vehicle of language can transport us into turbulent mental landscapes without itself breaking down. The syllabus will feature selections from numerous authors such as Nancy Andreasen, John Barth, Samuel Beckett, Jorge Luis Borges, Robert Coover, Antonio Damasio, Daniel Dennett, Julie Holland, Clarice Lispector, Vladimir Nabokov, Thomas Nagel, Steven Pinker, Fernando Pessoa, Elyn Saks, Lawrence Shainberg, Max Tegmark, and Lu Xun. Crosslisted: ICPR; Humanities (HU)

HLTHH224 MICROBES–ANIMALS–HUMANS: ETHNOGRAPHIC ADVENTURES IN MULTISPECIES WORLDS
Christopher Roebuck
The course invites an anthropological engagement with what has been termed critical animal studies and the “turn to the animal.” This is a budding multidisciplinary field that investigates relations among human and non-human actants, and the shape of interspecies living. The course contends with relationships between “the human” and “the animal”, their ethical implications, and their social, political, and ecological effects in contemporary lifeworlds. We grapple with the complex, often contradictory, and always fragile interdependences of earthly life. Prerequisite(s): 100-level course in anthropology, health studies, environmental studies or related social sciences; Crosslisted: ANTH, ENVS; Social Science (SO)

HLTHH225 BRING YOUR OWN BODY: TRANSGENDER BETWEEN ARCHIVES AND AESTHETICS
Jeanne Vaccaro
How do we read, record and write histories and practices of sexual difference—in the archives, a queer bar, or an art gallery? This seminar examines the relationship between queer politics and archival methods. Together we will both study and theorize the study of gender and sexuality as intersecting with the personal investments of identity politics. Through organized visits to archives and special collections, students will learn practical and conceptual strategies for pursuing research in sexuality studies; we will then shift into an exploration of counter archives, paying special attention to ephemeral objects, material culture, digital media, quotidian aesthetics, and subcultural scenes in the making of queer knowledge. The exhibition Bring Your Own Body (Cantor Fitzgerald Galley, October 21—December 16, 2016) will serve as a both case study and laboratory, with programming augmenting class readings. Crosslisted: ICPR, Peace, Justice, and Human Rights; Humanities (HU)

HLTHH233 COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY
Kaye Edwards
Seminar for students engaged in community placements within the Philadelphia region through offices and programs in the Bi-Co. Students will analyze their community experiences in light of theories of injustice, direct service, and social transformation. Prerequisite(s): students will be selected based on instructor evaluation of written applications. Crosslisted: ICPR; Social Science (SO)

HLTHH245 HEALTH PSYCHOLOGY
Thomas Wadden
Explores psychological processes that influence health, from a socio-structural perspective. Topics include: personality and disease, stress and illness, chronic health conditions, health promotion and disease prevention through behavior change, and the importance of lifestyles and social environment. Prerequisite(s): PSYC 100 or equivalent Crosslisted: PSYC; Social Science (SO)

HLTHH260 CULTURES OF HEALTH AND HEALING: AN INTRODUCTION TO MEDICAL ANTHROPOLOGY
Christopher Roebuck

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Are our bodies, ourselves lively artifacts? How do social, cultural and political forces shape health, illness and survival as well as understandings and experiences of “the body”? This introductory course in medical anthropology approaches these questions by examining ethnographic studies and cross-comparative analyses. Topics include diverse concepts of disease etiology and healing practice; theories of embodiment and somatization; ethnomedicine, medical pluralism, and (bio)medicalization; structural violence, inequalities, and social suffering; political and moral economies of global health and medical humanitarianism; HIV/AIDS and other infectious diseases; and effects of new medical technologies on how “we” live and die. Crosslisted: ANTH; Social Science (SO)

HLTHH281 VIOLENCE AND PUBLIC HEALTH
Kaye Edwards
An interdisciplinary seminar course analyzing the advantages and limitations of a public health perspective on violence. We will examine how everyday violence, direct political violence, and structural violence effect public health, as well as evidence that violence is preventable and amenable to public health strategies. Social Science (SO)

HLTHH301 ADVANCED GENETIC ANALYSIS
Philip Meneely
The molecular mechanisms governing the transmission, mutation and expression of genes. Particular emphasis is placed on the use of experimental genetic methods to analyze other areas of biology. Prerequisite(s): BIOL 200 or equivalent or consent; Crosslisted: BIOL; Natural Science (NA)

HLTHH302 BODIES OF INJUSTICE: HEALTH, ILLNESS AND HEALING IN CONTEXTS OF INEQUALITY
Carol Schilling
For students returning from internship experiences who wish to deepen their understanding of social justice, health, and healthcare. The course integrates experiential learning with humanities and social medicine readings on witnessing and representing inequalities, cultural conceptions of health, structural determinants of health, and addressing health inequalities in the United States and other countries. Structural determinants include education, food resources, markets, medical and social services, governments, environments, transportation, cultures, languages, and more. Crosslisted: ICPR; Social Science (SO)

HLTHH304 CRITICAL DISABILITY STUDIES: THEORY AND PRACTICE
Kristin Lindgren
An examination of work in critical disability studies across a range of humanistic disciplines and an exploration of how disability theory and engaged community practice inform and shape one another. Includes a semester-long project in partnerships with the Center for Creative Works, a community artspace for artists with intellectual disabilities. Prerequisite(s): students will be selected based on instructor evaluation of written applications; Humanities (HU)

HLTHH308 IMMUNOLOGY
Aleksandra Snyder
This course will provide an introduction to the rapidly expanding discipline of immunology. Students will learn about the molecular and cellular basis of the immune response through the study of the genetics and biochemistry of antigen receptors, the biochemistry of immune cell activation, the cell physiology of the immune system, immune memory, immune tolerance induction and immune-mediated cell death. Prerequisite(s): BIOL 200 or consent; Crosslisted: BIOL; Natural Science (NA)

HLTHH310 POLITICAL TECHNOLOGIES OF RACE AND THE BODY
Andrew Friedman
This course examines the technologies, ideologies, and material strategies that have created and specified human beings as racialized and gendered subjects in the U.S. Readings cover biopolitics, disability studies, material culture, histories of disease, medicine, violence and industrialization. In our discussions and research, we will aim to decode the production of “reality” at its most basic and molecular level. Crosslisted: HIST; Social Science (SO)

HLTHH318 NEUROBIOLOGY OF DISEASE
Staff
A survey of disorders of the central nervous system, providing both a clinical perspective on the disease and research-based outlook focused on the pathophysiological mechanisms that underlie the disease state. Prerequisite(s): PSYC 217, 260, or
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Bryn Mawr PSYC 218; Crosslisted: PSYC; Natural Science (NA)

**HLTHH327 SUPERSIZED NATION: UNDERSTANDING AND MANAGING AMERICA’S OBESITY EPIDEMIC**
*Thomas Wadden*
An examination of the causes and consequences of obesity at individual and societal levels. Focuses on mechanisms of body weight regulation along with the wide-scale changes in diet, eating habits, and physical activity that have contributed to the obesity epidemic. Prerequisite(s): PSYC 100 or PSYC BMC 105 or Psychology AP Score 4+, and one topical 200-level Psychology course (i.e., not PSYC 200, BMC 205); Crosslisted: PSYC; Social Science (SO)

**HLTHH337 STRESS AND COPING**
*Shu-wen Wang*
An examination of theory and research on stress and coping processes, and their links with disease and mental health. Students will also learn and apply stress management techniques. Prerequisite(s): PSYC 100 or PSYC BMC 105 or Psychology AP Score 4+, and one topical 200-level Psychology course (i.e., not PSYC 200, BMC 205). Crosslisted: PSYC; Social Science (SO)