

# SOCIOMEDICAL SCIENCES

## Degrees offered:

M.P.H., Aging and Public Health . . . . 89, 91	M.P.H., Social Science Research in Public Health . . 90, 93
M.P.H., Global Health . . . . 89, 91	M.P.H., Sexuality and Health . . . . . 90, 93
M.P.H., Health Promotion . . 89, 92	M.P.H., Urbanism and the Built Environment . 91, 93
M.P.H., Evening Program in Health Promotion . . 90, 92	Dr.P.H. . . . . 93
M.P.H., History and Ethics of Public Health and Medicine . . . . . 90, 92	Ph.D. . . . . 93

## Department of Sociomedical Sciences

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## Overview

The Department of Sociomedical Sciences brings an interdisciplinary approach to public health, applying social science theory and methods from anthropology, economics, ethics, history, political science, psychology, and sociology to current public health issues.

The diverse research interests and expertise of the SMS faculty are reflected in the diversity of courses offered in the department. Students are able to explore a wide range of public health issues, including sexuality, aging, health promotion, urban health, HIV/AIDS, homelessness, drug use, violence prevention, tobacco, health care access, and immigrant health.

Faculty are involved in a broad range of research projects, including collaborative projects with community-based organizations throughout northern Manhattan and NYC, state and city departments of health, and local, state, national, and international public health agencies. This research experience and collaboration informs teaching, facilitates students' development of applied public health skills, and provides opportunities for students to get involved in community-based research, program development, and evaluation projects.

The department also serves as the base for a number of academic centers, including the Harlem Health Promotion Center, the Center for the History and Ethics of Public Health, the New York and New Jersey Public Health Training Center, the Center for the Psychosocial Study of Health and Illness, and the Center for Sexuality, Gender, and Health. These centers provide additional opportunities for students to develop skills and knowledge in diverse areas of public health research and practice. Many of the centers provide opportunities for graduate research assistants, as well as opportunities for M.P.H. students to develop practica projects. The centers also sponsor seminar series, which expose students to current research and enable them to interact with experts in the various areas of public health. Additionally, the centers provide fora for students to present and discuss their own research.

The SMS student body brings a broad spectrum of public health experience and expertise as well, making the classroom a rich and collaborative learning environment. Students come from a range of backgrounds, including local and state departments of health, community-based organizations, health care delivery settings, and national and international nongovernmental organizations.

All SMS M.P.H. students will develop the knowledge and skills that will enable them to use social science theory and methods: to analyze contextual factors (social, political, economic, cultural, ethical) that shape people's experience of health and illness; to apply public health research grounded in the social sciences (anthropology, ethics, history, political science, psychology, and sociology) to design and implement effective health promotion interventions; to analyze the historical, social, and political circumstances that have shaped health policy; and to use these analyses to inform current health policy development. Additionally, each track provides stu-

dents with the opportunity to develop specialized and in-depth knowledge and skills focused on their interests and career goals.

### **MASTER OF PUBLIC HEALTH (M.P.H.)**

The Sociomedical Sciences Department is organized around the study of social and behavioral factors that affect health and health care. The department offers seven tracks within the master's program: the Aging and Public Health track, the Global Health track, the Health Promotion track, the History and Ethics of Public Health and Medicine track, the Sexuality and Health track, the Social Science Research in Public Health track, and the Urbanism and the Built Environment track.

#### ***Aging and Public Health Track***

##### **Track Description**

- Offers a public health perspective on aging that incorporates culture and a life-span perspective
- Incorporates applied and policy dimensions related to aging and health

##### **What specialized knowledge and skills will students in the Aging and Public Health track develop?**

- Ability to design, implement, evaluate public health programs for aging populations
- Expertise to develop and analyze health policy for aging populations
- Knowledge to design and conduct research on the health of older adults

##### **What distinguishes the Aging and Public Health track from other SMS programs?**

- Provides students with a comprehensive understanding of the special public health challenges of an aging population
- Integrates research, service, and policy in public health as it relates to the aging population

##### **Who should apply to the Aging and Public Health track?**

- Students who have an interest in aging-related concerns and issues, and who are seeking a public health perspective
- Public health professionals who are providing clinical services, managers and administrators of aging-related institutions, community-based social service and health care agencies, geriatric clinicians, and health services researchers

##### **What kinds of positions, in what kinds of industries or environments, might a person who graduated from the Aging and Public Health track hold?**

- Private and nonprofit agencies serving the elderly, government health agencies, aging-related community-based groups, schools of public health

#### ***Global Health Track***

##### **Track Description**

- Offers expertise in SMS theories and methods as related to international health work, particularly in the developing world

##### **What specialized knowledge and skills will students in the Global Health track develop?**

- Ability to design, implement, and evaluate health programs for populations in various international settings
- Competence to use social theory to understand influences of local settings on health

##### **What distinguishes the Global Health track from other SMS programs?**

- A six-month practicum experience that is guided by Columbia faculty at one of three international sites
- Core coursework specifically oriented toward developing global health-related skills and experience

##### **Who should apply to the Global Health track?**

- Students with at least one year of formal global health experience in an international setting
- Those with an interest in working long term in a global health context, particularly in the developing world
- Students with cross-cultural sensitivity and desire to work collaboratively with local organizations

##### **What kinds of positions, in what kinds of industries or environments, might a person who graduated from the Global Health track hold?**

- Government and nongovernmental organizations working on international health from a programmatic, research, or policy perspective

#### ***Health Promotion Track***

##### **Track Description**

- Designed for students interested in developing, implementing, and evaluating strategies that address health promotion issues at multiple levels—individual, interpersonal, organizational, community, economic, political, and cultural
- Conceptualizes health behavior as interactive product of the social environment
- Draws on the multidisciplinary resources of SMS to apply a range of approaches to the process of developing, implementing, and evaluating public health interventions

##### **What specialized knowledge and skills will students in the Health Promotion track develop?**

- Ability to analyze the historical and philosophical foundations, and explain the dominant theories and conceptual frameworks, in health promotion from an ecological perspective
- Competence to explain how theories and conceptual frameworks are used to inform the development, implementation, and evaluation of health promotion interventions
- Facility to apply a systematic process to design and develop implementation plans for multilevel health promotion interventions based on theory, empirical findings from the literature, and data collected from the intended intervention recipients
- Competence to identify and address threats to validity in the design and implementation of health promotion strategies
- Ability to design an evaluation plan including indicators to assess program implementation and measure impact, propose qualitative and quantitative measures to analyze evaluation

indicators, and analyze and translate evaluation results into implications for public health practice and policy

**What distinguishes the Health Promotion track from other SMS programs?**

- The focus on developing, implementing, and/or evaluating health promotion initiatives at multiple levels (from individual to community to national levels)

**Who should apply to the Health Promotions track?**

- Those students with an interest in taking action (program development) on health promotion issues, for example, preventable diseases, such as diabetes, and health promotion models, such as harm reduction
- Those with an interest in researching health issues for the goal of developing or implementing health promotion programs
- Individuals with at least twelve months of full-time work experience in public health or areas related to health promotion

**Who should apply to the Evening Program in Health Promotion?**

- Working professionals interested in developing advanced skills in health promotion

**What kinds of positions, in what kinds of industries or environments, might a person who graduated from the Health Promotion track hold?**

- Government health agencies, community based organizations, private sector

***History and Ethics of Public Health and Medicine Track***

**Track Description**

- Emphasizes training health professionals in historical methods
- Provides a unique opportunity to develop an understanding of the context in which ethical considerations have emerged in public health and medicine

**What specialized knowledge and skills will students in the the History and Ethics of Public Health and Medicine track develop?**

- Facility in using history and ethics as a means of informing and shaping contemporary policy debates
- An understanding of the context in which ethical considerations have emerged in public health and medicine

**What distinguishes the History and Ethics of Public Health and Medicine track from other SMS programs?**

- The training of health professionals in historical methods

**Who should apply to the History and Ethics of Public Health and Medicine track?**

- Public health practitioners, policy analysts, epidemiologists, clinicians and medical center staff, and clergy
- Recent college graduates with training or an interest in history, ethics, sociology, political science, philosophy, or other humanities and social sciences

**What kinds of positions, in what kinds of industries or environments, might a person who graduated from the History and Ethics of Public Health and Medicine track hold?**

- Program prepares graduates with knowledge and skills to work in academic, policy, and administrative positions

***Social Science Research in Public Health Track***

**Track Description**

- Focuses on the conduct and interpretation of public health research
- Emphasizes research methods with a strong social science orientation

**What specialized knowledge and skills will students in the Social Science Research in Public Health track develop?**

- Social science theory and research methods, and their application to public health issues

**What distinguishes the Social Science Research in Public Health track from other SMS programs?**

- Prepares students to participate as members of research teams, enabling them to contribute to various phases of research, including study design, data collection and management, data analysis, and the reporting of findings

**Who should apply to the Social Science Research in Public Health track?**

- Students who seek research careers at the M.P.H. level
- Students who plan to pursue doctoral studies or postdoctoral studies
- Postdoctoral students from other fields who wish to pursue public health research

**What kinds of positions, in what kinds of industries or environments, might a person who graduated from the Social Science Research in Public Health track hold?**

- Positions in organizations that conduct public health research, including government agencies, community based organizations, and private sector companies

***Sexuality and Health Track***

**Track Description**

- Provides public health students with the conceptual and practical skills necessary to identify, analyze, and address health issues connected to sexuality within a global context

**What specialized knowledge and skills will students in the Sexuality and Health track develop?**

- Ability to design, implement, and evaluate policies, programs, and advocacy efforts to enhance sexual health

**What distinguishes the Sexuality and Health track from other SMS programs?**

- Students develop knowledge and skills to identify, analyze, and address health issues connected to sexuality within a global context

**Who should apply to the Sexuality and Health track?**

- Students with at least two years of experience in health promotion or a related field (paid and/or unpaid) who want to strengthen their theoretical understanding and practical skills in the field of sexuality and health
- Those with an interest in working in the field of sexual health promotion through intervention, advocacy, and policy development

**What kinds of positions, in what kinds of industries or environments, might a person who graduated from the Sexuality and Health track hold?**

- Organizations that address sexual health exclusively or as a part of a broader agenda

**Urbanism and the Built Environment Track**

**Track Description**

- Offers a public health perspective on cities that encompasses both applied and policy dimensions
- Provides students with a comprehensive understanding of the special health challenges of an urbanized population

**What specialized knowledge and skills will students in the Urbanism and the Built Environment track develop?**

- A developed understanding of how health is shaped by individuals embedded in family-in-neighborhood-in-city context
- Ability to utilize data on the built environment, physical and social structures of a neighborhood, and stakeholder interaction to inform programs, research, and policies

**What distinguishes the Urbanism and the Built Environment track from other SMS programs?**

- Offers a public health perspective on cities that encompasses both applied and policy dimensions
- Focuses on systems as the main unit of intervention
- Informs and is informed by urban planning

**Who should apply to the Urbanism and the Built Environment track?**

- Students who have an interest in city life and the intersection between the built environment, urban planning, and public health
- Public health professionals who lead community agencies, provide community-level needs assessment, or who work in conjunction with city agencies to plan for any and all aspects of the city's future

**What kinds of positions, in what kinds of industries or environments, might a person who graduated from the Urbanism and the Built Environment track hold?**

- Positions in organizations that plan for any and all aspects of the city's future, such as city planning, neighborhood-based research and interventions, and transnational exchange of city planning principles

**Degree Requirements for the M.P.H.\***

The 45 points consist of core course requirements, department requirements, and track-specific requirements. All students must also pass a good clinical practices certification exam, complete a practicum, and write a Master's Integrative Project.

**Public Health Core Course Requirements**

*Rule: Complete all (see page 20)*

Department of Sociomedical Sciences Requirements	Points
<i>Rule: Complete one</i>	
P8704 <b>Introduction to Medical Sociology</b>	3
P8755 <b>Introduction to Medical Anthropology</b>	3
P8767 <b>Health Psychology and Public Health</b>	3
P8773 <b>A Social History of American Public Health</b>	3
<i>(not History and Ethics track)</i>	
<i>Rule: Complete all</i>	
<b>Master's Integrative Project</b>	3
<b>SMS Elective</b>	3

\*This sample curriculum is intended as a guide for program planning. Students develop their curriculum with guidance from their advisor using the department's student handbook at the time they begin their program of study.

**TRACK-SPECIFIC REQUIREMENTS**

1. AGING AND PUBLIC HEALTH TRACK

**M.P.H., Aging and Public Health Track\***

Track Requirements	Points
<i>Rule: Complete five</i>	
P6726 <b>Public Health and Disability Policy</b>	3
P6741 <b>Overview of Long-Term Health Care Services in Aging</b>	3
P6781 <b>The Use of Large-Scale National Health Care Data Sets</b>	3
P8701 <b>Social Dimensions of Aging</b>	3
P8714 <b>Public Health and Aging</b>	3
P8744 <b>Caregiving in Chronic Illness</b>	3
P8751 <b>Population and Public Policy in Developing Countries</b>	3
HP8500 <b>Promoting Teamwork through Interdisciplinary Collaboration</b>	3

**Additional Electives**

*Rule: Complete two. Can be outside of department with advisor's approval.* 6

\*This sample curriculum is intended as a guide for program planning. Students develop their curriculum with guidance from their advisor using the department's student handbook at the time they begin their program of study.

2. GLOBAL HEALTH TRACK

**M.P.H., Global Health Track\***

*(See pages 61–62 for complete track requirements.)*

Track Requirements	Points
<i>Rule: Complete all</i>	
P6810 <b>Introduction to Global Health</b>	3

P6811	Priorities in Global Public Health	3
P8774	Introduction to SMS Research Methods	3
P8820	Advanced Topics in Global Health	3
P8880	Global Health Issues Seminar I	0
P8881	Global Health Issues Seminar II	0
P8885	Global Health Post-Practicum Seminar	1

**Track Electives**

*Rule: Complete at least two*

P8709	Seminar in Sexuality, Gender, Health, and Human Rights	3
P8721	Promoting Sexual Health	3
P8723	Culture, Sexuality, and HIV/AIDS	3
P8725	Global AIDS Policy	3
P8727	Women and AIDS	3
P8741	Globalization, Social Movements, and Community Health	3
P8751	Population and Public Policy in Developing Countries	3
P8752	Tobacco and Public Health: from Colonial Cash Crop to Global Epidemic	3
P8760	Medical Anthropology: Advanced Seminar	3

**Additional Electives**

*Rule: Complete at least one methods course*

P8705	Evaluation of Health Programs	3
P8777	Survey Research Methods	3
P8786	Ethnographic Methods in Health Research	3
P9775	Qualitative Research Methods	3

\*This sample curriculum is intended as a guide for program planning. Students develop their curriculum with guidance from their advisor using the department's student handbook at the time they begin their program of study.

**3. HEALTH PROMOTION TRACK**

**M.P.H., Health Promotion Track\***

Track Requirements	Points	
<i>Rule: Complete all</i>		
P6727	Preventive Health Behavior	3
P8705	Evaluation of Health Programs	3
P8772	Planning and Implementing Health Promotion Programs	3
P8774	Introduction to SMS Research Methods	3
<b>Track Electives</b>		
<i>Rule: Complete at least two</i>		
P6712	Introduction to Health Advocacy	3
P6713	Introduction to Clinical Medicine and Public Health	3
P6726	Public Health and Disability Policy	3
P6729	Preventive Medicine and Public Health	3
P8702	Children and Family Policy I	3
P8714	Public Health and Aging	3
P8721	Promoting Sexual Health	3
P8724	Drugs and Society	3
P8725	Global AIDS Policy	3
P8727	Women and AIDS	3

P8735	Media Interventions for Public Health: Social Marketing and Media Advocacy	3
P8743	Coping with Chronic Illness and Disability	3
P8747	Health Promotion, Disease Prevention, and the State	3
P8750	Race and Health	3
P8752	Tobacco and Public Health	3
P8762	Chronic Disease and Community Health	3
P8763	Stigma, Prejudice, and Discrimination as Social Stressors	3
P8771	Community-Based Participatory Research in Public Health	3
P8779	Public Health Informatics	3

**Additional Electives**

*Rule: Complete one. Can be outside of department with advisor's approval.*

\*This sample curriculum is intended as a guide for program planning. Students develop their curriculum with guidance from their advisor using the department's student handbook at the time they begin their program of study.

**Evening Program in Health Promotion**

The Evening Program can be completed in five semesters by taking three courses per semester. Students attend classes two evenings a week in an early session and a late session. Courses, requirements, and faculty are the same as for the Health Promotion track, including the master's essay/integrative project. Practicum credit may be given for relevant work experience.

**4. HISTORY AND ETHICS OF PUBLIC HEALTH AND MEDICINE TRACK**

**M.P.H., History and Ethics of Public Health and Medicine Track\***

Track Requirements	Points	
<i>Rule: Complete three</i>		
P8716	Historiography of Public Health and Medicine	3
P8732	The Social History of American Medicine	3
P9740	History and Policy	3
P8747	Health Promotion, Disease Prevention, and the State	3
P8773	A Social History of American Public Health	3
<b>Additional Electives</b>		
<i>Rule: Complete four electives. At least two of these must be courses in history or ethics (if a student wishes to fulfill these requirements with courses offered outside of the history track or history department, they must be preapproved by the student's advisor). Students may satisfy the remaining points with electives in public health, law, policy, or history.</i>		
	12	

\*This sample curriculum is intended as a guide for program planning. Students develop their curriculum with guidance from their advisor using the department's student handbook at the time they begin their program of study.

5. SOCIAL SCIENCE RESEARCH IN PUBLIC HEALTH TRACK

**M.P.H., Social Science Research in Public Health Track\***

Track Requirements	Points
<i>Rule: Complete all</i>	
P8774 Introduction to Sociomedical Sciences Research Methods	3
P8438 Epidemiology II: Design and Conduct of Observational Epidemiology	3
P8100 Applied Regression Analysis	3
<b>Track Electives</b>	
<i>Rule: Complete two</i>	
P6781 Use of Large-Scale National Health Care Data Sets	3
P8120 Analysis of Categorical Data	3
P8417 Selected Problems of Measurement in Epidemiology	3
P8640 Quantitative Methods in Program Evaluation	3
P8705 Seminar in Evaluation of Health Programs	3
P8765 Decision Analysis	3
P8777 Survey Research Methods	3
P8785 Qualitative Research Design in Public Health	3
P8786 Ethnographic Methods in Health Research	3
P9775 Qualitative Research Methods	3
<b>Additional Electives</b>	
<i>Rule: Complete two. Can be outside of department with advisor's approval.</i>	6

\*This sample curriculum is intended as a guide for program planning. Students develop their curriculum with guidance from their advisor using the department's student handbook at the time they begin their program of study.

6. SEXUALITY AND HEALTH TRACK

**M.P.H., SMS Sexuality and Health Track\***

Track Requirements	Points
<i>Rule: Complete all</i>	
P8601 Public Health Program Planning	3
P8606 Ethics and Human Rights Perspectives on Sexuality and Sexual Health	1
P8615 Current Issues in Sexual Health	3
P8619 Research Design and Data Collection: Service-Based Research I	3
P8720 History of Sexual Health Promotion	2
P8721 Promoting Sexual Health: Theories and Strategies	3
P8736 Theories and Perspectives on Sexuality and Health	3
<b>Track Electives</b>	
<i>Rule: Complete one methods course</i>	
P8623 Quantitative Data Analysis: Service-Based Research II	3
P8637 Qualitative Data Analysis: Service-Based Research II	3

\*This sample curriculum is intended as a guide for program planning. Students develop their curriculum with guidance from their advisor using the department's student handbook at the time they begin their program of study.

7. URBANISM AND THE BUILT ENVIRONMENT

**M.P.H., Urbanism and the Built Environment Track\***

Track Requirements	Points
<i>Rule: Complete all</i>	
P8717 Urban Space and Health	3
P8737 Emerging Topics in Urbanism and Community Health	3
<b>Track Electives</b>	
<i>Rule: Complete four</i>	
P8741 Globalization, Social Movements, and Community Health	3
P8750 Race and Health	3
P8754 Public Health Decline in Harlem, 1950–1990	3
P8786 Ethnographic Methods in Health Research	3
PLA4112 Planning History and the Physical History of Cities	3
PLA4319 Introduction to Environmental Planning	3
PLA4540 Design and Public Health	3
PLA4577 Introduction to Geographic Information Systems for Planners	3
<b>Additional Electives</b>	
<i>Rule: Complete one. Can be outside of department with advisor's approval.</i>	3

\*This sample curriculum is intended as a guide for program planning. Students develop their curriculum with guidance from their advisor using the department's student handbook at the time they begin their program of study.

**DOCTOR OF PUBLIC HEALTH (DR.P.H.)**

A program leading to the Doctor of Public Health degree may be pursued in the department's current areas of research activity and specialization, or in any other area involving study of sociobehavioral aspects of health and public health policy. Training in research methods drawn from public health and the social sciences is emphasized. Following completion of coursework and comprehensive examinations, students complete a dissertation on a problem or issue in the health field of interest to them, using social science theories, concepts, and methods. Graduates of the program will be prepared to enter research and teaching positions in health professional schools or to engage in health research in a variety of settings, including government, hospitals and health care agencies, and health planning and consulting organizations.

Applicants must submit their applications by January 2.

See the Dr.P.H. section, pages 21–22.

**DOCTOR OF PHILOSOPHY (PH.D.)**

The Sociomedical Sciences Ph.D. program is interdisciplinary, with study divided between the Mailman School of Public Health and one social science department in the Graduate School of Arts and Sciences (Anthropology, Economics, History, Political Science, Sociology, or Psychology). The aim of the program is to train researchers and teachers to apply social science theory and methods

to the study of social factors related to health status and health care needs, the social systems, and the relation between these systems and the populations they are designed to serve. Students who enter the program with a bachelor's degree complete a minimum of 60 points; those with a health or social science master's degree may be eligible for advanced standing with a corresponding reduction in course requirements. Following coursework, there may be a language or statistics requirement depending upon the social science in which the student elects to concentrate. All students complete qualifying examinations in their social science area and in methods, health behavior, and health care systems. The dissertation topic, a public health problem or issue of interest to the student, is addressed using social science theories, concepts, and methods. Graduates of the program have typically been employed in academic positions either in social science departments or health professional schools, or have taken positions as analysts or evaluation researchers in health planning agencies or consulting organizations. Further information on admissions and program requirements can be obtained from the Department of Sociomedical Sciences by calling 212-305-1561. Applicants may call 212-854-4737 and may also download a Ph.D. application from its Web site (<http://www.columbia.edu/cu/gsas/download.html>).

Applicants must submit their applications by January 2.

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## Course Descriptions

*Note: Many courses require permission of the instructor/department as a prerequisite for enrollment. The semester course schedule issued each term (fall, spring, summer) by the Office of Student Affairs identifies courses that require permission prior to registration.*

**P6700 Introduction to sociomedical sciences**, 3 points.

The sociomedical approach enlists the social sciences of anthropology, sociology, history, political science, social psychology, and moral philosophy in a multidisciplinary study of public health and medicine. Drawing upon assigned readings, lectures, and seminar sections, this course examines critical issues in urban health inequalities—the signature theme of the Department of Sociomedical Sciences—as they have taken shape historically, evolved over time, and assumed distinctive forms in the context of a global economy. Students learn to apply the tools of social science to the analysis and formulation of public health programs and policies. This course is part of the core course requirement for the M.P.H.

**P6712 Introduction to health advocacy**, 3 points.

This course focuses on the practical aspects of issue advocacy, designed to give the professional in public health an introduction to issue advocacy generally, and an understanding of the critical components of developing and implementing a health advocacy program in particular. Too often, senior executives in the public, private, or nonprofit sector expect that their good works alone are sufficient to gain others' support, maintain funding, or advance a critical policy agenda. Unfortunately, it isn't so. In an age of media oversaturation, rapid technology advances that continually atomize people's attention, and intense competition among interest groups for decision makers' hearts, minds, and budgets, successful health professionals must have issue advocacy in their arsenal

of weapons to keep their interests relevant and compelling, to move others to action, or to affect public policy.

**P6713 Introduction to clinical medicine and public health**, 2 points.

Designed to provide the master's degree student with a general overview of medical diseases and the various organ systems of the human body. Students achieve an understanding of pathophysiology, diagnostic criteria, and treatment approaches to diseases. Emphasis on the relationship of disease and its impact on public health. Covers entities including, but not limited to, infectious diseases (tuberculosis, AIDS), cardiovascular disease, pediatrics, psychiatric illness, alcohol and substance abuse. Students learn basic medical terminology as well as how various disciplines (i.e., nurse, M.D., social worker) work as a team within the hospital organization. Invited speakers as well as field trips to hospital sites. Grade based on final exam and term paper related to the field experience.

**P6726 Public health and disability policy**, 3 points.

A social movement is redefining disability issues in terms of environmental barriers and civil rights; it rejects the "medical model" that accounts for limitations experienced by people with disabilities in terms of their impairments only. Federal legislation reflects both old and new perspectives, creating a generally incoherent "national disability policy." Public health professionals and their institutions have begun to respond to disability activism and to undertake major initiatives—notably, a new chapter on "Healthy People with Disabilities" in *Healthy People 2010*, the document that conveys U.S. public health priorities. This course examines the dilemmas of national disability policy. Highlights include the chapter noted above; the World Health Organization's new International Classification of Functioning and Disability; the "Americans with Disabilities Act"; recent legislation on disability, work, and health insurance; and research resources, e.g., National Health Interview Survey on Disability.

**P6727 Preventive health behavior**, 3 points.

Recommended prerequisites: *P6400*, and *P6103* or *P6104*. *First in the sequence of SMS courses required for all Health Promotion track students.* Provides an overview of health promotion and disease prevention in public health. Examines the contribution of health behaviors to morbidity and mortality and introduces students to leading theories of health behavior change. Particular emphasis is placed on assessing the role of community-based health promotion programs in public health. Topics covered include past, current, and future trends in health promotion; the influence of social factors on health behaviors; the use of ecological models in designing health promotion programs; individual-, group-, and community-level theories of health promotion and behavior change; approaches to needs assessment and planning; community collaborations in health promotion; challenges to evaluating community health promotion programs; efficacy of community-level interventions; and the role of *Healthy People 2010* in setting health objectives for the nation.

**P6729 Preventive medicine and public health**, 3 points.

An overview of the scientific basis of preventive medicine with an emphasis on practical applications in public health. Topics include primary and secondary prevention of cardiovascular disease and cancer, the role of nutrition in health promotion and disease prevention, the report of the U.S. Preventive Services Task Force, and less traditional concerns of preventive medicine such as injuries, violence, suicide, and substance abuse. Future trends in prevention and public health implications are considered. Lectures, invited speakers, discussion. Assigned readings, written assignments, term paper, and class presentation.

**P6732 Health promotion and disease prevention seminar series**, 1 point.

Primarily for students in the M.P.H. Health Promotion track of Sociomedical Sciences, although others are welcome. Presentations

focus on practices used in the field of health promotion and ongoing research in the field. Speakers include faculty, invited guests, and post- and predoctoral students. Seminars are cosponsored by the Harlem Center for Health Promotion and Disease Prevention and the NYC Department of Health/School of Public Health Preventive Medicine Residency Program.

**P6741 Overview of long-term health care services in aging**, 3 points. Provides an overview of community-based and institutional services within the systems of long-term care (LTC), informal supports, and the role nonprofit consumer organizations can play in articulating deficits in the systems and advocating for change. Emphasis placed on Alzheimer's disease as a prototypical chronic illness in the aging population. Class format includes lectures and discussions by experts in the fields of medicine, research, bioethics, advocacy, law, social work, nursing, and nonprofit organizations. Site visits arranged to community-based and institutional settings.

**P6758 Introduction to theory and research on interpersonal violence**, 3 points. Designed for M.P.H. students as an introduction to the definitions, patterns, reactions, and explanations of violence in the United States. Throughout modern history, concerns about violence have often mirrored the emergence and decline of social problems. In the United States, explanations of violence have implicated culture, political economy, social inequality, social class, race, gender, genes, mental illness, drugs, and technology. Course surveys the literatures on etiology, the epidemiology of violence, research methods, and comparative studies, and covers intervention and prevention strategies. Focus on contemporary issues regarding theory and analysis. Assignments include readings, term papers, and class presentations. A final paper analyzing a specific violence problem, proposing a research project, or comparing social science and public health perspectives on violence is required.

**P6781 The use of large-scale national health care data sets**, 3 points. An overview of research methodology utilizing major publicly accessible large-scale health care and social demographic data sets, including federal, state, and local level resources. Covered are (1) variable identifications and definitions, (2) record layouts, (3) data set size and analysis restrictions, (4) variable strengths and weaknesses, (5) research protocol submissions required by agencies for access to confidential data, and (6) data handling methods. These data permit a wide range of research questions to be addressed. This is demonstrated through the presentation of current and recently completed research activities and projects under development. The ability to analyze data at levels ranging from the individual patient to the national population could prove to be a valuable skill as students pursue their public health careers and advanced studies.

**P8701 Social dimensions of aging**, 3 points. Provides an examination of social theories of aging, focusing on developmental changes, cultural perspectives, and intergenerational relationships. The aging worker, housing, ageism, and health care for the elderly are addressed. The social construction of the aging experience is also explored through examination of models of psychosocial health in old age and in-depth review of current research investigations focusing on bereavement in the elderly, health status of older adults, long-term care needs, and dependency relationships.

**P8702 Child and family policy I**, 3 points.

**P8712 Child and family policy II**, 3 points. Year-long seminar on child and family policy designed for students who already have some background in U.S. social policy and, preferably, either child development or child policy as well. Team-taught by faculty members from the Schools of Social Work and Public Health and

Teachers College, bringing together health, education, and social work perspectives and involving special guest lecturers for selected sessions. First semester stresses the varying approaches taken to child policy by different social and behavioral sciences (history, sociology, demography, economics, political science, and developmental psychology), family law, as well as a cross-national perspective. Ends with three sessions on social problem situations involving children and their families, addressed from the perspective of different disciplines. Second semester focuses on specific child and family policy domains, the current major research developments in each domain, and the relevant policy debate—again from a multidisciplinary perspective.

**P8703 Assessment of health and function in aging**, 3 points. Designed to provide a systematic review of strategies for the assessment and eventual diagnosis of mental, physical, and social problems of older people. Instruments for assessment are reviewed and examined with special attention given to the underlying principles of these instruments in relation to various disorders. Videotapes of interviews with older people are used for developing participants' skills in the use of assessment tools.

**P8704 Introduction to medical sociology**, 3 points. Required for all Sociomedical Sciences students; open to others with the instructor's permission. Introduction to selected issues in medical sociology, the application of sociological concepts and methods to the study of health and health care. Topics include social factors in conceptions of health and illness; social factors in relation to health, health-related behavior, and the use of health care services; and social factors in the organization of health care.

**P8705 Evaluation of health programs**, 3 points. Prerequisites: *P6400* and *P6103/6104*, and for all Health Promotion track students, *P6727*. *Third in the sequence of SMS courses required for all Health Promotion track students.* The ability to answer the questions of whether a program works and why (or why not) is the essential task of the program evaluator. Preparation for this task is through an examination of principles, methods, and practices of program evaluation. Focus is on quantitative quasi-experimentation and process evaluation. Addresses challenges to establishing causal linkages between programs and outcomes, and how these challenges can be addressed by employing various evaluation designs. Examines approaches for conducting evaluations under conditions not amenable to assessing program impact. Examples from the public health literature demonstrate how various evaluation principles and methods are applied in actual programs. Assigned and in-class exercises help students critically assess how to address challenges to conducting realistic evaluations, interpret and communicate evaluation findings, and develop an appreciation of the science and art of evaluation.

**P8709 Seminar in sexuality, gender, health, and human rights**, 3 points. Prerequisites: previous coursework or work experience in at least two of the following areas—sexuality, gender, health, and human rights—and instructor's permission. The seminar examines new scholarship on sexuality and explores ways of integrating its theoretical challenges and empirical findings with contemporary work on gender, health, and human rights. Also analyzes new work on sexuality in light of current practical issues raised by policy intervention, public health programs, and grassroots organizing in many countries and cultures, building on developments evident since the United Nations conferences in Cairo and Beijing, as well as the HIV/AIDS pandemic. Analyzes contemporary case studies and identifies the significant achievements, limitations, and challenges met by programs and advocates attempting to integrate sexuality into rights, health, and gender frameworks in domestic and international settings. Aims to promote dialogue and exchange between academics, activists, and advocates. Response essays and a critical essay are required.

**P8711 Women and health, 3 points.**

Health issues pertaining to historical and contemporary experiences of women. A review of the conceptualization and measurement of health and illness in social science research and a historical overview of the significance of gender in receiving and providing health care services in the United States. The epidemiology and social and cultural correlates of women's health status, as well as the influence of gender on health behavior, are addressed. Women as health care providers, the medicalization and social transformation from natural biological processes to diseases, and the feminist social and health movement are included. Instructor lectures, guest lectures, and student-led presentations/discussions of assigned readings.

**P8713 Critical topics in human sexuality across the life course, 3 points.**

Designed to help students: understand the major theories and principles guiding an understanding of human sexuality, as well as recent developments in sexuality research; develop an understanding of methodological and assessment issues in the study of sexuality; and become familiar with the extent to which sexuality research and principles inform public health efforts promoting sexual health. Emphasizes a developmental approach to human sexuality across the life course and a biopsychosocial model as a basis for understanding sexuality and health.

**P8714 Public health and aging, 3 points.**

An overview of the aged population, both in the United States and internationally, and its increasing relevance for public health planning and policy. Five major topics are covered: (1) "age" in its biologic, demographic, and epidemiologic dimensions; (2) aspects of the health of the aged, evident in assessment of health status, function, cognition, and health service use; (3) the formal, "semiformal," and informal components of long-term care for elders with chronic disease; (4) minority aging; and (5) policy issues related to an aging population. Lectures and guest presentations. Students are required to prepare a class presentation on a set of readings, including a written critique of a paper, complete a midterm exam, and write a final paper on an agreed-upon topic.

**P8716 Historiography of public health and medicine, 3 points.**

Introduces students to the classic texts and concepts in the field of history of public health and medicine and explores how these texts have structured specific areas of research. Particular attention to (1) changing historical interpretations; (2) historical methods, quantitative and qualitative; and (3) the use of history in the formation and analysis of public policy. Team-taught by faculty members in the program. Each section is led by two faculty members whose scholarship and current research relate to the historical concepts and methodologies that are the focus of the session.

**P8717 Urban space and health, 3 points.**

Explores the interrelationship of space and health, particularly in cities. Begins with the thesis, proposed by Jane Jacobs and others, that the system of the city is an engine for economic development, creativity, and civilization. The strength of the engine is a test of the composition of the city, and alterations in the composition of the city can augment its ability to serve as an engine. Hence, people have tinkered with cities from the beginning of time. Sometimes people change cities in ways that make them healthier for their residents—sometimes they make things worse. This process of city change/health change is the explicit focus of this course (1) to ensure that public health practitioners are aware of the changes in the city being made by others, so they can weigh in on potential health effects and (2) to give students of public health some ideas of the ways in which they might themselves tinker with cities to make them more supportive of residents' health.

**P8718 Privacy, the state, and epidemic disease: policy conflicts in AIDS and tuberculosis, 3 points.**

A critical examination of the ethical and political controversies that have emerged in efforts to control tuberculosis and AIDS. The paradigm of disease prevention that emerged in response to tuberculosis—case finding, case reporting, treatment, and quarantine—are examined in the context of AIDS, where concerns about the right to privacy have been given such salience. Topics considered include screening, reporting by name, criminalization of transmission, discrimination, and access to care. Midterm exam and term paper required.

**P8719 Master's essay in sociomedical sciences, 3 points.**

Required for M.P.H. students in the Sociomedical Sciences program. The essay should involve research based either on data collected by the student or on secondary analysis of available data. It may develop from a term paper for a course, from a research study, or from independent study. The project, an option in place of the essay for students in the Health Promotion track, might take the form of a health promotion curriculum, a grant proposal, or strategies for a social marketing campaign. The essay/project requires review by two full-time faculty members from the department.

**P8720 History of sexual health promotion, 2 points.**

Examines a representative selection of major health issues pertaining to sexuality that were the focus of public health promotion campaigns in 20th-century New York City. Drawing upon assigned readings, lectures, and individual assignments that intersect history, policy, and research, students analyze how these campaigns—and the resulting public policy—have been shaped by social, ethical, and political factors. Examines four "case study" health issues (masturbation, prostitution, venereal diseases, and contraception) to demonstrate how they exemplified the historical evolution of sexual health promotion within the emerging public health field. Involving political leaders, health practitioners, and self-proclaimed reformers, these campaigns were designed to elucidate, intervene, and resolve pressing health issues regarding sexuality. During the early and mid-20th century, these health issues, implemented as public policy, became a primary arena in which racist policies were institutionalized and the vehicle by which a repressive acculturation process was the "sin qua non" experience for the large immigrant populations arriving in the United States. Analyses are placed within the context of 20th-century New York City—a primary venue of large waves of immigration as well as numerous public health campaigns, ensuing moral panics and political struggles around sexual health issues. Concludes with an analysis of three current public health issues that evoke these early public health interventions and promotional efforts: adolescent sexuality, HIV/AIDS, and sexuality education. Students learn to critically assess and evaluate these historical frameworks and practices of public health promotion regarding sexuality in order to apply insights gained to their work in the public health field.

**P8721 Promoting sexual health: theories and strategies, 3 points.**

Sexuality has long been a public health concern, although this concern has been primarily limited to the field of reproductive health. In recent years, however, due in large part to the AIDS epidemic, public health researchers, policymakers, and providers have taken up the issues of sexual health more generally. Sexual health is now considered a critical component of people's well-being, and a plethora of theoretical and applied initiatives have been and are being developed around the world to promote sexual health. It is a critical and innovative time for the field and important debates have begun to emerge over what defines sexual health and what a public health approach to the promotion of sexual health should look like. This course offers a broad overview of theoretical foundations and empirically informed intervention strategies aimed at

promoting sexual health. Specific topics include theoretical foundations for the promotion of sexual health, including cognitive-behavioral, cultural, and structural approaches, and the tension between population and community-based intervention strategies. In addition, the course includes detailed reviews of existing intervention models conducted in both U.S. and developing country settings, thus providing opportunities to examine how particular theoretical affiliation, specific program and policy guidelines, and the characteristics of different communities inform the conceptualization, intervention, and evaluation of strategies to promote sexual health.

**P8723 Culture, sexuality, and HIV/AIDS, 3 points.**

Offers a broad overview of the historical development of social science research on sexuality and sexual health. Divided into three main parts. First section examines early attempts (in the late 19th and early to mid-20th centuries) to develop a science of sexuality capable of providing objective and empirically based understandings of sexuality and sexual behavior as opposed to what were perceived to be the value-laden and moralistic understandings of religious belief or traditional popular culture. Second part focuses on the more contemporary development of social science research on sexuality and sexual health, particularly during the 1960s and '70s (but prior to the HIV/AIDS epidemic), in disciplines such as anthropology, sociology, and social psychology. Finally, third part focuses on the significant changes that have taken place in sexuality research following the emergence of AIDS, exploring the increasing engagement between social science research and public health programming, as well as the constitution of sexual health as a new field of specialization.

**P8724 Drugs and society, 3 points.**

Seminar in drug abuse as a health and social problem. Historical and cross-cultural perspectives; the concept of addiction; patterns and trends in drug use and abuse—the epidemiology of tobacco, alcohol, heroin, marijuana, and psychotropic drugs; the antecedents and consequences of drug use and abuse—psychosocial perspectives; drug abuse and crime; the social costs of drug abuse; the evaluation of treatment and prevention strategies. Term paper.

**P8725 Global AIDS policy, 3 points.**

A broad overview of the social, political, and economic factors shaping the global HIV/AIDS epidemic and of the policy responses that the epidemic has generated in different settings. Specific topics include the changing shape (and the changing perception of the shape) of the epidemic in different parts of the world; the factors that structure or influence HIV vulnerability cross-culturally; and the ways in which different sectors, both governmental and nongovernmental, have sought to respond to AIDS in a range of different country settings. Special emphasis is given to the international and intergovernmental response to the epidemic, focusing on the extent to which HIV/AIDS can be understood as a kind of test case in international health, illuminating both the possibilities and the limitations of the international system in responding to perceived health emergencies.

**P8726 Tutorial: Advanced issues in AIDS research, 1–3 points.**

Current issues and problems in AIDS research are examined from the perspectives of both the social sciences and the biological sciences. Students are expected to examine critically and discuss research journal articles in their particular field of study. More than 1 point may be earned by satisfactorily completing a written project (for example, a research paper or grant proposal) on AIDS by the end of the term.

**P8727 Women and AIDS, 3 points.**

Broad overview of the impact of the HIV/AIDS epidemic on women's lives. The magnitude of the infection, prevalence among women, and diversity of the women affected in terms of class, race, ethnicity, age,

and personal status are presented. Regional and international differences in distributions, risk factors, and behavioral factors affecting the vulnerability of women to the infection and its consequences, as well as the special clinical and psychosocial manifestation of the disease in women, are discussed. Lecture format with critical discussion encouraged.

**P8729 Organizational and community linkages, 3 points.**

Development of the optimal principles by which organizations and communities link to each other. An examination of some of the key issues by which (1) good health practices are communicated to the public (e.g., mass media, indigenous workers, voluntary associations), and (2) health services can be optimally delivered to various health communities (e.g., ethnic, minority, middle-class). One part of the analysis looks at principles of administrative structure (e.g., hospitals, nursing homes, HMOs) to see how they affect the nature of linkages. Another part of the analysis is the conceptualization of the various barriers to effective health communication between organizations and communities. Organizational material draws on health data but includes other areas as well to show the generality of the linkage principles. Midterm and final exams.

**P8730 Stigma and discrimination associated with health-related conditions, 3 points.**

Stigma and discrimination are broad social phenomena whose origins and consequences extend far beyond issues of health. Course considers stigma and discrimination as general processes, but focuses particularly on stigma and discrimination attached to health-related conditions. Addresses the origins of stigma and discrimination (why we stigmatize and discriminate, and why certain characteristics are stigmatized and others not); how stigma works—the components and processes through which it operates; and the consequences stigma and discrimination have for individuals and groups affected by them. Focus is on three health-related characteristics—mental illness, HIV/AIDS, and obesity—that have quite different features but that are all stigmatized, in different ways. Examines how different causal explanations for a characteristic may affect stigma, concentrating on the consequences of medicalization and “geneticization” for stigma and discrimination. Discussion of associative stigma that affects people surrounding the stigmatized individual, such as family members and friends. Considerations of whether and how we can intervene to reduce stigma and discrimination. Approach is sociological and social psychological, using a conceptual framework that considers power and social stratification to be central to stigma and discrimination. Examines three general processes through which stigma/discrimination operates: (1) structural or institutionalized stigmatization/discrimination, (2) direct person-to-person stigmatization and discrimination, and (3) processes that work through the stigmatized person, such as self-stigmatization. Conceptual framework also attempts to integrate ideas from two fields that have for the most part developed independently of one another: (1) social stratification and racial prejudice and discrimination and (2) stigma and deviance.

**P8735 Media interventions for public health: social marketing and media advocacy, 3 points.**

Increasingly, communication avenues, such as mass media and the Internet, play an essential role in the public's health perceptions, knowledge, and behaviors. This course introduces students to social marketing theories, audience segmentation concepts, media advocacy techniques, public relations practices, mass media participation, message design and public campaign execution, formative research and evaluation. Lecturers include producers from major networks, writers from the *New York Post* and the *New York Times*, publicists from major PR firms and advertising agencies, leaders from the Ad Council, and officials from local nonprofit and NYC Health Department media campaigns. In addition to lectures, student groups compete to design a social marketing campaign around a public health issue of current importance.

**P8736 Theories and perspectives on sexuality and health**, 3 points.  
Examines basic theoretical perspectives on sexuality relevant for the understanding of public health issues and enlists the social sciences of sociology, psychology, anthropology, history, political science, and moral philosophy. Drawing upon assigned readings, lectures, seminar sections, and individual assignments, students learn to explain the strengths and limitations of relevant theoretical perspectives for understanding public health issues related to sexuality and to analyze linkages between sexuality and health across populations and in minority and stigmatized communities. A required course for the M.P.H. Sexuality and Health track.

**P8737 Emerging topics in urbanism and community health**, 3 points.  
Seminar intended as an introduction to the study of the ecology of cities. Topics include concepts utilized in the study of the ecology of cities, case studies, and emerging issues related to urbanism. Urbanism students are required to take the one-point seminar. Students can enroll up to three times for the seminar, in which case the 3 points would count toward their urbanism selective requirements.

**P8738 Seminar on gay and lesbian issues in public health**, 3 points.  
Provides theoretical and methodological tools for conducting public health research, designing public health interventions, or developing health programs for lesbian and gay populations. Addresses theory as well as conceptual and methodological research issues. Topics include the social construction of homosexuality; lesbian/gay world and culture; methodological problems in research on gay and lesbian populations; the social psychology of prejudice, stigma, and stereotyping; homophobia and heterosexism; antigay violence; gay/lesbian identity development; lesbian/gay families; psychosocial impact of AIDS on the lesbian/gay community; health effect of prejudice and stigmatization; lesbian health and illness; availability and utilization of health services by lesbian and gay populations. Methodological topics include defining a population of lesbians and gay men; sampling problems; the effect of bias in lesbian/gay research on internal validity and generalizability of research results.

**P8740 History of epidemiology**, 3 points.  
An overview of the development of epidemiology since the early 19th century. Addresses questions such as: why is the study of the history of epidemiology relevant for a thorough understanding of contemporary epidemiology and public health? How do demographic, biological, technological, sociocultural, economic, and political factors influence the problems that epidemiologists study and the methods they employ? Students who successfully complete the course are able to examine such questions systematically and critically, using a historical approach. Short lectures and seminar discussions in which students take an active role. Students are responsible for a substantial amount of reading each week, one short (5-page) paper, and one major term paper (20–25 pages).

**P8741 Globalization, social movements, and community health**, 3 points.  
Offers a broad overview of the most important social, cultural, political, and economic transformations taking place at the end of the 20th century and the beginning of the 21st century, and explores the implications of these changes for community health in major urban centers in the United States as well as internationally. Focuses on the multiple dimensions of globalization as well as the impact of globalization on the development of new social movements at the community level. Examines the ways in which processes associated with globalization, such as growing disparities in income distribution and the disappearance of work for major sectors of the urban population, have impacted upon community health problems. Explores the possibilities for community mobilization, advocacy, and activism within this broader social context and assesses the extent to which community health might be conceptualized as an issue of social justice within the contemporary global system.

**P8743 Coping with chronic illness and disability**, 3 points.  
Reviews models of coping and psychosocial adaptation to chronic illness and disability. Focus is on understanding of adaptive tasks (e.g., identity reconstruction, stigma management, adherence to treatment regimens, symptom management) posed by these conditions and the various coping strategies individuals employ in an effort to master these tasks. Factors (e.g., sociocultural beliefs, illness representations or schema, social support) that influence individuals' accommodation to chronic illness and disability are examined. Opportunities for stress-related growth and benefit finding among those living with chronic illness are also examined. Strong emphasis on understanding patients' perspectives on their "lived" experience with chronic illness.

**P8744 Caregiving in chronic illness: psychosocial perspectives**, 3 points.  
Examines the care provision role of the family and the primary network in contemporary society, tracing the historical, developmental, and economic changes in the informal care. Analytic and empirical insights on care provision in chronic diseases of adulthood such as Alzheimer's/dementia, cancer, and AIDS/HIV are discussed. Theoretical models of informal caregiving are presented, illustrated with in-depth case analysis.

**P8745 Social and economic determinants of health**, 3 points.  
Prerequisite: *P6700* or *P8704*. Examination of research on disparities in health and illness related to social and economic inequality in the United States. Lectures and readings review theoretical and empirical research on factors linked to class, income, and education differences that have been hypothesized to explain the generally poorer health and higher rates of mortality among members of lower socioeconomic groups. Includes concepts and measurement of health and social stratification, assessment of evidence for proposed links between socioeconomic position and health through group differences in health beliefs, health behaviors, exposure to social stress, occupational hazards and employment instability, and access and utilization of medical care services. Also reviewed are policy initiatives aimed at narrowing health disparities between different socioeconomic groups. Midterm exam and a take-home final exam.

**P8747 Health promotion, disease prevention, and the state: ethical and political controversies in public health**, 3 points.  
Public health policy is always the product of controversy. Most typically, such conflicts are played out in terms of a clash among scientific considerations. But even when not explicit, the controversies entail political tensions and ethical concerns. This course examines the political and ethical dimensions of public health policy focusing on issues of justice and liberty in four domains of public health: the prevention of diseases associated with personal behavior, protection against occupational hazard, epidemic control, and access to health care. Midterm exam, term paper, and two short critiques.

**P8749 Immigrant health**, 3 points.  
An introduction to issues associated with immigrant health. A brief historical overview of immigrant health in the United States. The focus is primarily on current immigrant populations in the United States and New York City, and the challenges to providing health care. A general approach to issues on immigrant health is utilized. Addresses such topics as immigrant status (i.e., documented, undocumented, refugee, migrant) and health cultural influences in health outcomes, acculturation/assimilation (stress), access to health care, and multicultural approaches to health promotion.

**P8750 Race and health, 3 points.**

Urban areas worldwide are typically home to various racial/ethnic groups. Conflicts among these groups not only have an extremely important impact on the quality of life of the city's residents, they often have important public health impacts. Health disparities between members of different racial ethnic groups have increasingly become major policy concerns, and understanding how race/ethnicity influences health behavior are core topics for discussion, study, and review in this course.

**P8751 Population and public policy in developing countries, 3 points.**

Offers an opportunity to students, both from the developed and developing countries, to acquire knowledge and understanding of rapidly changing age structures, its consequences on economic and social policies, and the conditions of older persons. Each student is expected to prepare a substantive paper on a selected aspect of population aging in a particular developing country or a subregion of developing countries—in light of the UN estimate that by 2050 there will be two billion persons aged 60 years and over, and that about 80 percent of them will be living in developing countries.

**P8752 Tobacco and public health: from colonial cash crop to global epidemic, 3 points.**

More than forty years since the first Surgeon General Report (Terry 1964) connecting tobacco use with cancer, tobacco remains the number one preventable death in the United States and in most developed countries. If current trends continue, tobacco use will soon be the number one cause of preventable disease worldwide. Tobacco control is a model for interdisciplinary study in public health and effective methods for approaching a major cause of death and disability through multilevel interventions, including policy regulation. An exploration of multiple dimensions of tobacco use. Health, social, and economic implications as well as the ethical, legal, and scientific debates that have accompanied the development of tobacco control policies in the United States. Thorough grounding in the area of tobacco and health, providing students with an excellent basis for analyzing the various dimensions of other major public health problems. Format entails one hour or less of lecture with remaining time spent in active discussion and debate.

**P8753 Current issues in Latino health, 3 points.**

Prerequisite: *P8767* or the instructor's permission. Provides an overview of selected current research issues concerning the mental and physical health of Latino populations in the United States. Topics addressed include the heterogeneity of Latino groups, health behavior theories, acculturation and identity theory, immigration, HIV/AIDS, cancer, coping, social support, and psychosocial adaptation to chronic illness. Emphasis is placed on analyzing dominant theories in health psychology and behavioral medicine and discussing their applicability (if any) to the health of Latinos. Upon completion of the course, students are able to (1) describe the health status and sociodemographic profiles of Latino groups in the United States, (2) discuss major theoretical paradigms in Latino mental and physical health, and identify gaps in the literature, and (3) explain the significance of social, behavioral, and cultural factors contributing to the mental and physical health of Latino populations in the United States. Seminar format: class discussions of assigned readings. Two papers are required.

**P8754 Public health decline in Harlem, 1950–1990, 3 points.**

Focus on the synergism of housing destruction and public health decline that drove community disintegration in Harlem during the latter half of the 20th century using vital statistics, census data, police and fire records, secondary histories, oral histories, and newspaper, magazine, and scientific journal articles. Employs both qualitative and quantitative methodology. Vital statistics, census data, police and fire records, secondary histories, oral histories, and newspaper, magazine, and sci-

entific journal articles are used. Slides and field trips augment lectures. Students are evaluated based upon class participation and attendance, and a thirty-page paper, written in an iterative process to ensure that students receive adequate feedback, in particular methodological support.

**P8755 Introduction to medical anthropology, 3 points.**

Required for all Sociomedical Sciences students; open to others with the instructor's permission. Overview of medical anthropology, the examination of health, disease, and medicine in the context of human culture. Emphasis on cross-cultural data and comparative method. Topics include ecological influence on health and disease; adaptation; subsistence and social structure; medical systems and theories; curing, patients, and healers; diagnosis and divination; cognition; acculturation and social change. Lecture format with critical discussion encouraged. Exam.

**P8756 Tobacco control in the United States: the legal, ethical, and policy debates, 3 points.**

Explores the ethical, legal, and scientific debates that have accompanied the development of U.S. tobacco control policies. After reviewing the history of tobacco and cigarette smoking in the United States, the course examines four broad areas of tobacco control: restrictions on advertising, regulation of smoking in public spaces, taxes on tobacco products, and litigation. Concludes with a brief look at tobacco control in international contexts.

**P8757 Current readings in medical anthropology, 1 point.**

*Meets every other week.* Participants read, discuss, and critically analyze a selection of new articles and books focusing on culture and health. Readings focus on ethnography, theory, method, and policy, reflecting current issues and controversies. Requirements include one presentation and one written analysis.

**P8758 Advanced seminar on theory and research on interpersonal violence, 3 points.**

*For doctoral students only.* Interpersonal violence is a recurring political and social problem that has commanded scientific and cultural interest. Societal and scientific concerns about violence tend to mirror the emergence and decline of social problems such as family violence, sexual violence, "street" crimes, gang violence, homicide, and state violence. In the United States, explanations of violence have implicated culture, political economy, social inequality or social class, race, firearms, hormones or genes, mental illness, alcohol and drugs, and technology. Efforts to estimate the costs of violence or predict its occurrence have raised critical questions about how we define, measure, and explain it. Despite nearly fifty years of scientific study, our knowledge of violence is incomplete, as is our ability to prevent or control it. The goal is to train students in the definitions, patterns, and explanations of interpersonal violence, and on contemporary methods of violence research. Literature on the epidemiology of violence, research methods, comparative studies, and several levels of explanation and theory are surveyed. Readings are drawn from the several disciplines concerned with violence prevention and control. Students become conversant with the contemporary issues in theory and research on violence, and apply their knowledge in developing a scholarly analysis of a topic in violence.

**P8759 Tobacco seminar series: An unfiltered view, 1 point.**

A stepping-stone to further study and training in the development, implementation, and evaluation of science-based, multilevel interventions for tobacco control in partnership with priority population communities and state/local health departments. Tobacco control is a model for interdisciplinary study in public health, linking various areas such as law, community organizations, medical and dental communities, counteradvertising strategies, youth prevention, taxation, and regulatory policy. This course develops knowledge and skill base in its participants for addressing tobacco control issues and conceptualizing new models of research and practice.

**P8760 Medical anthropology: advanced seminar**, 3 points.

Prerequisite: *P8755* or equivalent coursework or experience. Selected reading and analysis of recent work in medical anthropology, with emphasis on complex society; the relationship between health, illness, and the larger cultural context; and the use of qualitative and quantitative methods. Focus on new developments in theory and method. Seminar format with discussion and student commentaries. Term paper developed through student-instructor consultation.

**P8762 Chronic disease and community health**, 3 points.

Prerequisites: *P6400 Epidemiology* and *P6700 Introduction to sociomedical sciences*. Chronic diseases are the most preventable of all health problems, yet they account for approximately 70 percent of annual deaths in the United States. In fact, more than 90 million Americans live with such chronic conditions as cardiovascular disease, diabetes, or cancer, and more than 25 million people experience major limitations in activity due to chronic illnesses. Although rural and suburban populations face serious health problems, research clearly shows that urban populations, especially low-income residents of cities, bear a disproportionate burden of ill health related to chronic diseases. Rates of such diverse conditions as asthma, substance abuse, and AIDS are higher in urban than nonurban areas. Students are presented with an overview of chronic diseases and their impact on urban neighborhoods. They gain knowledge in the following areas: (1) chronic disease epidemiology, (2) lifestyle and behavioral risk factors, and (3) planning and implementing health promotion programs to reduce the social and economic burden of chronic diseases. Aims to help students understand the potential burden of chronic illnesses and to critically examine interventions and health promotion programs targeting urban populations. Exposure to various professionals working in chronic disease research and clinical practice. Utilization of information and resources provided by the Guide to Community Preventive Services, a series of documents providing evidence-based recommendations to public health practitioners for community prevention services. This federally sponsored initiative provides a systematic review of interventions designed to change risk behavior and reduce diseases. Students use the guide and course readings to supplement in-class material.

**P8763 Stigma, prejudice, and discrimination as social stressors**, 3 points.

An advanced seminar that concerns stigma and prejudice as stressors that affect minority and disadvantaged groups in American society. Engages students in critically examining the theoretical principles, conceptual issues, and empirical findings related to sociological and social psychological research in stress, identity, and health. Students analyze the impact of self and identity on the relationship of stress and health, and generate principles that describe the stress processes in various minority groups, particularly groups defined by race/ethnicity, sexual orientation, and gender. Students compare and contrast stress processes related to prejudice among these groups, differentiating between structural and individual sources of stress, and explain coping and social support processes among minority groups and their impact on health. By the conclusion of the seminar, students are able to apply concepts of stress, identity, and health to the development of original research and communicate in written and oral form a synthesis of theory and research on stress related to stigma and prejudice, identity, and health on public health problems in disadvantaged groups.

**P8765 Decision analysis: making decisions in public health and medicine**, 3 points.

Prerequisite: an introductory course in probability and statistics; introductory economics is recommended but not required. The rapid accumulation of public health and clinical information makes decisions in public health and medicine increasingly difficult. Decision science provides

rigorous methods for organizing complex problems into an analyzable framework as a basis for decision making. In the public health arena, decision analysis is now applied to everything from clinical decisions facing individuals and their doctors, to public health decisions affecting populations, to environmental health decisions impacting current and future generations. Decision sciences have sought to bring together all the relevant facts, the best available evidence—and even our values and feelings—to evaluate the probabilities of risks and the consequences of those risks. This course is designed to introduce the student to the methods and range of applications of decision analysis in health care technology assessment, medical decision making, and health resource allocation.

**P8767 Health psychology and public health**, 3 points.

Required for Sociomedical Sciences students; open to others with instructor's permission. Introduces conceptual and theoretical issues and research methods in the social psychological study of health. Students are introduced to the field of health psychology and review convergences and distinctions from public health. Focuses on the tension between individual (micro) and social environmental (macro) perspectives. Specific areas of study include: mind/body and health, conceptual issues and evidence for pathophysiological paths between the nervous system and the endocrine and immune systems; stress in disease etiology; personality in disease etiology; ameliorating factors in stress, such as coping, resilient personality, and social support; the psychology of illness processes, such as doctor-patient interaction, and coping with disease; theoretical models of health promotion and disease prevention; and incorporating a biopsychosocial model of health and illness. Case studies of these issues throughout the course focus on environmental health issues, women's health, and HIV/AIDS.

**P8771 Community-based participatory research in public health**, 3 points.

Prerequisites: Good Clinical Practices Certificate Exam; also *P6727* and *P8772*. Community-Based Participatory Research (CBPR) has received growing attention over the past several decades as international and domestic funding agencies and researchers have renewed focus on an approach to health that recognizes the importance of social, political, and economic systems to health behaviors and outcomes. The importance of this approach is reflected in the recent IOM report that indicates that CBPR is one of the eight priority areas for improving the public health. CBPR is not a method but a system of investigation that involves the active collaboration of the potential beneficiaries and recognizes and values the contributions that community-based participatory research can make to new knowledge and to the translation of research findings into public health practice and policy. CBPR is a collaborative approach to research that recognizes the value of equitably involving the intended beneficiaries throughout all phases of program planning, implementation, and evaluation.

**P8772 Planning and implementing health promotion programs**, 3 points.

Prerequisite: *P6727 Preventive health behavior* or instructor's permission. Second in a series of three required courses for the Health Promotion track. Students outside this track are encouraged to complete the first course, *P6727 Preventive health behavior*, before enrolling in this course. Students registering in this course should have an elementary understanding of needs assessment and the use of health behavior theory for program planning. Most health promotion programs fail, often because their design is based on precedent, tradition, or intuition rather than on health behavior theory and research. Students in this course learn and practice a comprehensive, theory- and evidence-based approach to designing multilevel, community-based health promotion programs that can substantially improve the success of public health programs.

**P8773 A social history of American public health, 3 points.**

Provides students with a historical understanding of the role public health practice played in American history during the 19th and 20th centuries. First, focus is on the social and biological environment and the creation of conditions for 19th-century epidemics of cholera, typhoid, yellow fever, and other epidemic diseases. Second, the course traces the changing urban and industrial infrastructure and their relationship to late 19th- and 20th-century concerns about tuberculosis, industrial illness, and infection. Third, public health practice and campaigns are traced, looking at the ways that social attitudes toward the industrial worker, the immigrant, and the urban environment shaped the field. The class then looks at the boundaries between public health and medical practice, and raises questions about their shifting definitions. As lecture topics indicate, the course emphasizes that public health is intimately related to broader social, political, as well as scientific changes overtaking the country and incorporates a very broad range of subjects from changes in urban living and culture through the transformation of the industrial workplace. Active participation in discussions and a research paper are required.

**P8774 Introduction to sociomedical sciences research methods, 3 points.**

Provides an overview of the fundamental concepts and components of research methodology as used for social science investigation of public health issues. Focus: to acquaint students with quantitative and qualitative research methods and when each is appropriate, different types of research designs, development of data collection instruments, data collection techniques, and the statistical analysis of data. Students gain an appreciation of all components involved in sound public health research. Lectures, discussion sessions, and practical exercises. Students must attend all class sessions. Grades based on class participation, class quizzes, and final research report.

**P8777 Survey research methods, 3 points.**

Overview of methods in survey research. Includes defining the aims of a survey, sampling, question wording and designing the survey instrument, methods of data collection (including face-to-face and telephone interviewing and mail questionnaire), entry of data, elementary data analysis, and writing the report. The organization of survey research, its uses, and ethical issues are also discussed. Student exercises emphasize learning of practical skills.

**P8779 Public health informatics, 3 points.**

An overview of the field of public health informatics, combining perspectives from public health, computer science, and social and behavioral science. Provides an overview of the needs and uses of information in public health, covering specific applications and general methods, current issues, capabilities, and limitations of public health informatics.

**P8780 Community health development: linking services, training, research, and activism, 3 points.**

Draws on the instructor's work around inter- and intra-agency system building efforts and linkages between an academic center and community-based agencies and networks in high-risk neighborhoods. The confluence of poverty, AIDS, tuberculosis, substance abuse, and violence in our inner-city neighborhoods makes them key sites for studying the underlying causes of disease and approaches to their prevention and management. East Harlem, the predominantly Latino and black inner-city neighborhood served by the Mount Sinai Medical Center, provides such a strategic setting. Objectives: to (1) provide theoretical underpinnings re community development; (2) operationalize the blueprint by enumerating the corollaries to this framework and demonstrating how they have been applied over the past six years; (3) identify and explore social science methods.

**P8781 Critical analysis: a sociomedical sciences journal club, 1 point.**

*Offered every other week.* Develops skills to critically analyze journal research articles and the studies on which they are based. Students critically review journal articles in their area of interest from an approved journal source list. Specific learning objectives are to gain familiarity with journals across various disciplines relating to health behavior and health care needs and services; to identify the strengths and weaknesses of research studies by critically analyzing journal articles, specifically focusing on (1) sampling design, (2) conceptualization and measurement, (3) instrumentation, (4) reliability and validity issues, and (5) limits of generalizability; and to experience the usefulness of regular journal reading. Using a roundtable format, each session focuses on two journal articles selected by students. On a rotating basis, students present a summary and a methodological critique of their selected journal article followed by class discussion of the analysis. Requirements include oral presentation of the student's critical review of their selected journal article, attendance, participation in discussions, and a final written report, incorporating class critiques of the critical review presented orally.

**P8785 Qualitative research design in public health, 3 points.**

Focuses on the principles and practices of designing social science research in public health, particularly using qualitative methodology. New issues for public health indicate a growing need for applied research, and social science research has become particularly important in the field of health promotion and in policy formation, evaluation, and outcomes measurement. As a consequence, developing research agendas and undertaking research proposal assessment is becoming an important aspect of many health professionals' work. Principal research design concerns included in the course are selecting a research topic; developing and clarifying specific research aims and purposes; selecting populations or target groups to be involved in the research; identifying audiences; assessing resources; nominating research outcomes and applications; project planning and data management; dissemination of findings. Key issues discussed include capacities and objectives of qualitative social research; multimethod research; and the relationship between difficult health problems and feasible research projects, including collaboration with affected communities. Students begin to develop their own research proposals during the course in preparation for subsequent intensive methods training in the second course in the sequence—*P8786 Ethnographic methods in health research*. The course utilizes case studies in qualitative research, particularly from the HIV/AIDS, sexual health, and related fields.

**P8786 Ethnographic methods in health research, 3 points.**

Offers advanced training in the use of ethnographic methods in health research. Explores a range of different qualitative research methods, including participant observation, in-depth interviewing, oral histories, life histories, and case studies, and examines the ways in which these methods can be employed in developing ethnographic studies. Readings draw on different methodological texts and guidelines, as well as a range of published ethnographic studies of different health issues in order to illustrate the use of different approaches. Students are also expected to carry out hands-on observation and interviewing on a regular basis, and receive feedback from the instructor and other class participants on field notes, analysis, and interpretation of ethnographic data.

**P8788 Theoretical foundations of sociomedical sciences, 3 points.**

Required for entering doctoral students only. This two-semester seminar essays a selective genealogy of the major theoretical traditions undergirding contemporary practice in the sociomedical sciences. The historical review in the fall—like the critical examination of current research projects in the spring—is guided by the framing interests and signature

emphases of the department: urban environs in transformation, social structures and axes of inequality, disparities in morbidity and mortality, agency and identity, social construction and production of health and disease, globalization and marginalization. The overall aim is to familiarize students with the relevant interpretive/analytic traditions, provide a rehearsal stage for testing out particular tools and frameworks in compare and contrast exercises, and build the theoretical foundations enabling them to critically assess contemporary work in the field through the practical means of close readings, class discussion, and reflective writing.

**P8789 Contemporary debates in sociomedical sciences, 3 points.**

Prerequisite: *P8788*. Required course for doctoral students only. Second part of a two-semester seminar that essays a selective genealogy of the major theoretical traditions undergirding contemporary practice in the sociomedical sciences. The critical examination of current research projects in the spring—like the historical review in the fall—is guided by the framing interests and signature emphasis of the department: urban environs in transformation, social structures and axes of inequality, disparities in morbidity and mortality, agency and identity, social construction and production of health and disease, globalization and marginalization. Overall aim is to familiarize students with the relevant interpretive/analytic traditions, provide a rehearsed stage for testing out particular tools and frameworks in compare and contrast exercises, and build the theoretical foundations that will enable them to critically assess contemporary work in the field. In this second part of the sequence, special emphasis is given to research by faculty members in the department, as well as by others working in related frameworks. Both theoretical and methodological approaches to the sociomedical sciences are examined in seeking to develop an overview of contemporary debates in the field. Close reading, class discussion, and reflective writing are the practical means we employ to get there.

**P8791 Tutorial: Self-help alternatives to biomedical therapies, 1–3 points.**

Hypnosis, relaxation, biofeedback, meditation, and other noninvasive behavioral therapies have been used to control and/or terminate stress-based illness and self-destructive behaviors, e.g., hypertension and cardiovascular disease, surgical pain, headaches, smoking, and overeating. A one- or two-term tutorial with goals of (1) reviewing the psychological, sociological, and anthropological aspects of these alternative therapies; (2) identifying commonalities and differences; (3) developing research strategies for exploring the clinical and preventive use of these therapeutic modalities.

**P8793 Social and policy implications of bioterrorism and other weapons of mass destruction, 3 points.**

Designed to explore the social and policy implications of weapons of mass destruction (WMD), with a focus on bioterrorism, class examines the impact of WMD on public health from historical, cultural, health policy, and legal perspectives. Integrates aspects of WMD within a broad social and public health context. Topics to be discussed include epidemiological surveillance, recognition, prevention, treatment, and public health considerations of mass causality events, including triage, site management and remediation, and workforce surge capacity. The legal and ethical aspects of quarantine, mass prophylaxis, and mass vaccination are also discussed. More current topics, such as emergency planning at the individual and organizational level, including family emergency planning, business continuity planning, and local/state/federal communication and coordination, are also considered. Aspects of risk communication are reviewed. Vulnerable populations (i.e., medically underserved, aging, homeless, chronically ill, etc.) and the risk and impact of WMDs with respect to these populations are discussed. Guest

faculty lectures provide an interdisciplinary approach to the subject. Source materials include a wide range of materials provided to students along with resources for additional study. Participation in class discussions on the topics assigned each week. Final term paper.

**P8797 Tutorial: Review of issues and research on compliance with therapeutic and preventive regimens, 1–3 points.**

Readings and discussion of development of research project. Topics include concepts and methods in defining and measuring compliance, determinants of compliance, and strategies for improving compliance. Regimens refer to taking of medications; keeping appointments; carrying out preventive oral home care practices; dietary and other lifestyle changes—smoking, drinking, exercise—recommended for disease prevention and health promotion.

**P8798 Seminar in research and professional development, 1 point.**

Biweekly seminar offered primarily to and designed for master's students in the Departments of Sociomedical Sciences and Epidemiology who have been accepted into the Initiative for Minority Student Development (IMSD) program, an Education Project Grant sponsored by the National Institute of General Medical Sciences of the National Institutes of Health. Purpose of the IMSD program is to increase the number of under-represented minority students who pursue doctoral degrees or research careers in public health. Students in the IMSD program are required to take this two-year seminar (one credit per semester), and to participate in a research project with a faculty mentor. Topics addressed in the course include research, methodology, and statistics (RMS) workshops addressing issues in common to sociomedical sciences and epidemiology, as well as workshops on professional and academic development (PAD) issues. Students are given the opportunity to present their work in progress. Graded on a pass/fail basis.

**P8799 Research grant proposal writing, 3 points.**

In-depth workshop designed to give advanced students an opportunity to prepare their own fundable research proposal. Each week students are introduced to a different step in the research grant application process using the National Institutes of Health (NIH) format. In addition, each student becomes knowledgeable about specific program initiatives and priorities, the grant mechanisms relevant at each stage of a typical research career, and the importance of team playing in large research projects. They also learn the importance of developing relationships with project officers and how the NIH peer review process works. The class uses a similar process to constructively critique and rate one another's completed research proposals.

**P9740 History and policy: boundaries and interactions, 3 points.**

Prerequisites: *P8716* and *P8773* and *History G8732 The social history of American medicine*. Considers the intersection of history and policy. Using a variety of case studies, students learn to identify the different ways history is used and abused in the policy arena. Each case study underscores the ways in which history shapes and is shaped by policy. In exploring this dynamic link between history and policy, students learn to use history to comment on policy and to use current policy dilemmas to rethink history.

**P9775 Qualitative research methods, 3 points.**

Introduces the student to the range and application of qualitative methods available for research. In addition to readings and lectures, students design and complete an individual project that includes data collection, analyses, and report writing. Some students express an interest in refining their skills in this area. This course addresses that need by providing an opportunity for students to work on challenging projects and to extend their knowledge of research methods.

**P9779 Advanced research methods and analysis**, 3 points.

An advanced methods seminar for doctoral students in public health and the social sciences. The course objective is to provide students with instruction and hands-on experience in applying methods of quantitative analysis to research problems in social sciences with an emphasis on public health, health care, and health behaviors. Topics covered include formulation of research questions and hypotheses, issues in complex sample design, measurement of variables, and specification and estimation of single equations and systems of simultaneous equations to model casual relationships. Combines didactic lectures and active participation of students in computer labs and class presentations. Requirements center on analysis of a single database provided by instructors. Students devise a research study and work in small groups to investigate the problem with the class database.

**P6790, P8790, P9790 Tutorials in sociomedical sciences**, 1–3 points.

Primarily for students who wish to acquire further knowledge and research skills in areas of special interest. Individual or small-group reading tutorials or guided independent research.

**Also:**

*Offered through the Department of History, Graduate School of Arts and Sciences:*

**History G8732 Social history of American medicine**, 3 points.

The aim is to explore major themes, approaches, and interpretations of the history of medicine, with particular attention to the impact of culture upon medicine and medicine upon culture. Focus is on the United States in the 19th and 20th centuries, with frequent references to European developments.

*Offered through the School of Architecture, Planning, and Preservation:*

**PLA4112 Planning history and the physical history of cities**, 3 points.

This course frames the history of the modern profession of urban planning. A historic understanding provides us with a powerful ability to critically evaluate the linkage between the substantive urban concerns that motivate our professional practice and the methodologies through which we carry it out. Good professionals must always approach each new problem with a fresh eye. A critical understanding is the key to continually refreshing our work. The intellectual content of the course is situated at the nexus between urban history, planning history, and social theory. We examine the way in which the concept of urban planning first arose as a basis for social intervention and how it has evolved in response to the social and economic forces that are continually reshaping urban life. The central focus of the course is on the events of the 19th and 20th centuries that shaped the modern profession. The late 19th and early 20th centuries is the time period in which the city was transformed from its older role as a center of power and commerce into the central locus for modern industrial production. The second half of the 20th century has witnessed the emergence of a newer postindustrial urban form that provides the central challenge for our present work.

**PLA4319 Introduction to environmental planning**, 3 points.

Aims to provide an introduction to the ideas and information necessary to integrate environmental viability and sustainable development with other primary concerns of urban planners, namely, equity, healthy communities, and economic development. Explores the historical roots of current trends in environmental planning; examines theories that have developed recently to encourage the restructuring and redesign of land-use patterns, environmental regulation, and systems of production; and reviews the status of some of the basic methods and processes of environmental planning. These topics are discussed in terms of two practice areas: environmental management (policy and regulatory decisions) and

environmental planning (including land-use planning and facility siting). The focus is on providing an overview of the major concepts, actors, methods, and policies used in the decision-making context, while emphasizing practical considerations and local examples.

**PLA4540 Design and public health**, 3 points.

In order to revive joint urban planning and public health efforts in the 21st century, urban planners will need a basis of knowledge in the theories, concepts, and methods of population health. Likewise, as the world population becomes increasingly urban, there will be a growing need for public health researchers and practitioners to understand and incorporate the theories, concepts, and methods of the urban planning profession in order to ensure that communities are planned and built to be more equitable, sustainable, and ultimately, healthier for all. The goal of *Design and public health* is to provide the ideas and information necessary to integrate environmental viability and sustainable development with other primary concerns of urban planners and public health practitioners, namely, social justice, environmental integrity, and health for all.

*Offered through the Department of Anthropology, Graduate School of Arts and Sciences:*

**Anthropology G6505 The commodified body**, 3 points.

Sites of medical practice dominate interrogations of embodied forms of commodification. Key foci include exploitative labor practices; the marketing of the human body and its parts; and the mechanization of human bodies in contexts ranging from quotidian experiences, to cybernetic contexts, to futuristic visions involving cyborgs and other hybrid human forms. Limited to twenty students.

*Offered through the Law School:*

**Law L6427 Law and social science**, 3 points.

Examines the influence of social science research on procedure, evidence, and substantive legal areas, as well as the interactions of substantive law, legal analysis, social science findings, and social science method. First, we briefly review the origins of the use of social science in law, concluding with recent developments such as Daubert. Next, we consider the critical elements of social science research. We consider the complex issues that arise when social science is used to determine facts, to make or change laws, and to establish a context or framework for deciding specific cases. Finally, we review how social science can be used in planning litigation. Included are case studies of specific substantive areas of the law, case studies of the uses of social science methods to establish evidence, and case presentations. Grades based on student presentation of applications of social science in the law and a final paper.