

# MEDICAL HISTORY AND BIOETHICS (MED HIST)

## MED HIST/HIST SCI/HISTORY 132 – BEES, TREES, GERMS, AND GENES: A HISTORY OF BIOLOGY

3 credits.

How did today's biology emerge out of the diverse traditions of agriculture and natural history (bees and trees), biomedicine and molecular biology (germs and genes), which stretch back into the eighteenth century? Examines classic texts and "game-changers" in the history of biology, putting them into broader scientific and social contexts to see how these different ways of knowing intertwined, competed, and yielded novel approaches to the study of life that still shape today's life sciences.

**Requisites:** None

**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Summer 2025

**Learning Outcomes:** 1. Identify key ideas, people, places, and events in the history of biology.

Audience: Undergraduate

2. Connect a passage of professional or popular scientific writing in biology to larger historical themes and trends.

Audience: Undergraduate

3. Analyze similarities and differences in scientific expression across different people, genres, and time periods.

Audience: Undergraduate

4. Explain how past ideas about classification and evolution; organismal organization; disease causation and medical intervention; and mastery of genetic machinery have shaped present-day assumptions and attitudes about biology and human nature.

Audience: Undergraduate

## MED HIST/HIST SCI 212 – BODIES, DISEASES, AND HEALERS: AN INTRODUCTION TO THE HISTORY OF MEDICINE

3 credits.

A survey of different conceptions of how the body as a site of sickness has been understood from Antiquity to contemporary medicine. Includes consideration of the origins and evolution of public health, the changing social role of healers, and the emergence of the modern "standardized" body in health and illness.

**Requisites:** None

**Course Designation:** Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify important themes, theories, events, and people in the global history of medicine from Antiquity to the present day.  
Audience: Undergraduate

2. Describe how historical medical systems were developed in the context of an interconnected world.

Audience: Undergraduate

3. Analyze the ways in which understandings of bodies, diseases, and healers are influenced by society and culture, and change over time.

Audience: Undergraduate

4. Contextualize modern health debates and systems within the history of medicine.

Audience: Undergraduate

**MED HIST/ANTHRO 231 – INTRODUCTION TO SOCIAL MEDICINE**

3 credits.

Provides analytical tools for the critical examination of the social, cultural, political and economic determinants of health conditions and medical practice. Pays special attention to how these factors determine how patients and providers experience and ideate disease and treatment, and how they respond to specific health care policies. Emphasizes the important role that conditions of structural violence and inequality play as determinants of health conditions in a globalized world.

**Requisites:** None

**Course Designation:** Breadth - Either Humanities or Social Science Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2020

**Learning Outcomes:** 1. Identify and analyze within their social, cultural and economic contexts key historical issues, and their significance, in the history of healing practices and public health.

Audience: Undergraduate

2. Develop an understanding of the mutually shaping interactions between perceptions of health, illness and medical practices and culture and society.

Audience: Undergraduate

3. Analyze the role of social factors, race, gender, ethnicity, class, among others, in shaping cultural realities related to body normativity, health, medical practice, public health and medical education.

Audience: Undergraduate

4. Identify the role that patients, healthcare providers, institutions and the state play in modeling medical practice, ideas about the body, public health policies, and medical education.

Audience: Undergraduate

5. Discern the impact of programs of global health as they intersect with international politics in the shaping of ideas about human rights, race, medical hierarchies and public health policies.

Audience: Undergraduate

**MED HIST/HIST SCI/RELIG ST 331 – SCIENCE, MEDICINE AND RELIGION**

3 credits.

Introduction to the study of religion, science, and medicine. Focus on how religion, science, and medicine have shaped practices of knowledge production and meaning making with respect to human life, by considering theories of human history and racial progress; how logics of contagion structure human relationships and communal boundaries; the variety of ways of understanding and caring for bodies; and the place of humans within broader ecologies.

**Requisites:** Junior standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. read and interpret critically primary and secondary source texts about religion, science, and medicine

Audience: Both Grad & Undergrad

2. access and utilize a variety of resources and methods for critical inquiry and research in religious studies, history of science and medicine, and science and religion

Audience: Both Grad & Undergrad

3. categorize, analyze, and compare core concepts in religious studies, the history of science and medicine, and science and religion, such as the conflict thesis; knowledge production; creation/evolution; eugenics; race; gender; embodiment; care; health/healing; capitalism; and progress narratives

Audience: Both Grad & Undergrad

4. identify, evaluate, and interpret the interrelationships and impact of religious and scientific worldviews as related to health, bodies and communities

Audience: Both Grad & Undergrad

5. perform textual analysis, primary source research and synthesis of scholarly ideas, in persuasive writing, oral communication, active listening, and with critical empathy

Audience: Both Grad & Undergrad

6. create conversations about complex topics that seek academic excellence, honesty, and integrity

Audience: Both Grad & Undergrad

7. engage with the academic literature on religion, science, and medicine that is pertinent to the student's specific research area and apply it to facilitate original primary source analysis

Audience: Graduate

**MED HIST/PHILOS 344 – FOOD ETHICS**

3 credits.

There are many ethical issues related to food production, distribution, consumption, and policy, including animal welfare, animal rights, vegetarianism and veganism, environmental impact, treatment of workers, prospects for agricultural reform, ethical responsibilities of corporate and industry actors, and labeling issues surrounding the use of genetically engineered foods. Some are more theoretical, such as which individuals affected by agriculture deserve direct moral consideration. Other are more practical, such as how to feed a growing global population. We will begin with a brief survey of ethical theories and methods of ethical reasoning, and then explore, from both personal and policy perspectives, several food ethics issues. Among the aims of the course are the goals of helping you think critically about the ethically relevant impacts of your own food choices and improving your understanding of ethical issues implicated in food systems.

**Requisites:** Sophomore standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2021**Learning Outcomes:** 1. Think critically about arguments.

Audience: Undergraduate

2. Interpret complex texts accurately and analyze them logically.

Audience: Undergraduate

3. Think critically about ethical issues.

Audience: Undergraduate

4. Explain the social, economic, and/or environmental dimensions of the sustainability challenge(s) of modern food systems.

Audience: Undergraduate

5. Apply sustainability principles and/or frameworks to addressing the challenge of human and environmental harms arising from modern food systems.

Audience: Undergraduate

**MED HIST/PATH-BIO 370 – ADDRESSING CONTROVERSY: THE SCIENCE, ETHICS, AND PUBLIC DISCUSSION OF ANIMAL RESEARCH**

3 credits.

Addresses the science, ethics, history, and communication strategies associated with the use of animals in research. Seeks to identify and employ common ground among those with different perspectives to enable students to make good decisions about this contentious topic.

**Requisites:** Satisfied Communications A requirement**Course Designation:** Gen Ed - Communication Part B

Breadth - Either Humanities or Natural Science

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2024**Learning Outcomes:** 1. Identify and employ communication practices that encourage tolerant and non-threatening discussion of controversial topics.

Audience: Undergraduate

2. Explain how scientific knowledge is acquired, with special reference to research with animals.

Audience: Undergraduate

3. Explain and compare ethical principles associated with animal use in research.

Audience: Undergraduate

4. Explore and apply principles of effective communication of complex and value-laden science.

Audience: Undergraduate

5. Describe the history and evaluate the present status of the animal research controversy.

Audience: Undergraduate

6. Construct and critique written and verbal presentations about animal research.

Audience: Undergraduate

7. Refine and defend your own position on animal research in a respectful and non-judgmental way that encourages additional dialog.

Audience: Undergraduate

8. Identify common ground among differing perspectives on animal research, and develop best practices for communicating this subject to diverse audiences.

Audience: Undergraduate

9. Practice critical reading, logical thinking, and the use of evidence.

Audience: Undergraduate

10. Employ appropriate style and disciplinary conventions in writing and speaking.

Audience: Undergraduate

11. Learn to use core library resources specific to the discipline.

Audience: Undergraduate

### **MED HIST/PHILOS 505 – JUSTICE AND HEALTH CARE**

3 credits.

Examines ethical issues in the distribution, financing, and delivery of health care (primarily in the United States). Explores key issues in U.S. health policy and forms the empirical foundation for the rest of the class. Engages in ongoing debates in moral and political philosophy over putative entitlements to health and health care. Investigates the nature, justifiability, and methods of health care rationing (including bedside rationing by doctors) and the myriad issues implicated by the near-universally shared goal of health care cost containment.

**Requisites:** Junior standing

**Course Designation:** Breadth - Humanities

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2019

**Learning Outcomes:** 1. Understand the conversation about justice and health care as an enterprise incorporating moral philosophy, bioethics, and evidence-based social science

Audience: Both Grad & Undergrad

2. Identify and clarify diverse moral norms and principles that underlie diverse convictions about justice and health care

Audience: Both Grad & Undergrad

3. Subject these norms and principles to dispassionate critical reasoning aimed at evaluating the force of underlying reasons for and against them

Audience: Both Grad & Undergrad

4. Write clear and concise essays subjecting issues concerning justice and health to dispassionate ethical analysis

Audience: Both Grad & Undergrad

5. Write a clear and concise 15-page essay arguing for a novel thesis concerning justice and health.

Audience: Graduate

### **MED HIST/HIST SCI/HISTORY 508 – HEALTH, DISEASE AND HEALING II**

3-4 credits.

Medicine in Europe from the 18th century to mid-20th century, investigating changes in disease and demography, state interest in health care, the medical professions, and both scientific and alternative medical ideas.

**Requisites:** Junior standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Recognize the utility of humanistic methods for the study of medicine and public health

Audience: Undergraduate

2. Develop critical thinking skills through techniques of close reading and written analysis

Audience: Undergraduate

3. Understand essential developments in the evolving relationship between medicine and public health in modern societies.

Audience: Undergraduate

**MED HIST/HIST SCI 509 – THE DEVELOPMENT OF PUBLIC HEALTH IN AMERICA**

3 credits.

Health problems in the U.S. from the colonial period to the twentieth century; efforts made toward their solutions.

**Requisites:** Junior standing

**Course Designation:** Breadth – Biological Sci. Counts toward the Natural Sci req

Level – Intermediate

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify major historical trends in the history of public health in the United States.

Audience: Undergraduate

2. Understand the tensions between individual rights and population health as they have played out in the past.

Audience: Undergraduate

3. Analyze the social, political, and cultural factors that have influenced societal responses to epidemics and pandemics in American history.

Audience: Undergraduate

4. Develop critical thinking skills by engaging with both primary sources and secondary texts to understand how historians have written the history of public health.

Audience: Undergraduate

5. Evaluate the ways in which understanding the past history of public health can shape policy making in the present.

Audience: Undergraduate

**MED HIST/PHILOS 515 – PUBLIC HEALTH ETHICS**

3 credits.

Focuses on ethical issues implicated in a population-level approach to disease prevention and health promotion. Explores prominent theoretical approaches to public health ethics and engages with several ethical tensions. Example issues include: the use of coercive or intrusive public health; the justification of paternalistic measures in societies; the extent to which societies should hold individuals responsible for their health conditions; the need to decide who receives life-saving treatment or vaccination; and climate changes and intergenerational justice; ethical issues in international pharmaceutical research.

**Requisites:** Junior standing

**Course Designation:** Breadth – Humanities

Level – Advanced

L&S Credit – Counts as Liberal Arts and Science credit in L&S

Grad 50% – Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2022

**Learning Outcomes:** 1. Understand the conversation about public health ethics as an enterprise incorporating moral philosophy, bioethics, and evidence-based social science.

Audience: Both Grad & Undergrad

2. Identify and clarify diverse moral norms and principles that underlie diverse convictions about public health ethics.

Audience: Both Grad & Undergrad

3. Subject these norms and principles to dispassionate critical reasoning aimed at evaluating the force of underlying reasons for and against them.

Audience: Both Grad & Undergrad

4. Write clear and concise essays subjecting issues of public health ethics to dispassionate ethical analysis.

Audience: Both Grad & Undergrad

5. Write a clear and concise 15-page essay arguing for a novel thesis concerning public health ethics.

Audience: Graduate

**MED HIST/AFROAMER/HIST SCI 523 – RACE, AMERICAN MEDICINE AND PUBLIC HEALTH**

3 credits.

Provides historical perspectives on current dilemmas facing black patients and health care professionals.

**Requisites:** Junior standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Identify key developments, actors, ideas, and institutions in the broad history of race, medicine and public health in America between 1700 and 2000.

Audience: Both Grad & Undergrad

2. Analyze and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Audience: Both Grad & Undergrad

3. Evaluate the ways in which ideas about race and assumptions about the meaning of racial difference influenced the care patients of color received and how they experienced their illnesses and injuries.

Audience: Both Grad & Undergrad

4. Understand how conceptions of race profoundly influenced the medical and nursing professions, as well as medical institutions (dispensaries, hospitals, and blood donation centers).

Audience: Both Grad & Undergrad

5. Evaluate the different methodological approaches historians have used to analyze the multiple histories of race, medicine, and public health in the United States in the last two centuries.

Audience: Graduate

**MED HIST/ENGL/HIST SCI 525 – HEALTH AND THE HUMANITIES**

3 credits.

Explores how a humanistic perspective can broaden our understanding of health and medicine. Specifically, we will examine the role of language and culture in the creation and circulation of biomedical knowledge; our lived experiences with illness (physical and mental); the intricate intersections of race, gender, sexuality, disability and medicine; the political dimensions of diagnosis, disease, and epidemics, and the role that fiction, creative non-fiction, comics, and film play in shaping our experiences with health and medicine as health care providers and as patients. The course does not assume any background in science or medicine. One of our recurrent topics, in fact, will be to consider how non-experts interact with medicine and its technical vocabularies. Although the primary objective of the course is to understand the cultural, social, and political dimensions of health and medicine, a secondary objective is for students to become more savvy patients and, for the few students who might emerge on the other side of the stethoscope one day, more well rounded health care professionals.

**Requisites:** Declared in the Health and the Humanities certificate

**Course Designation:** Breadth - Humanities

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Reflect on personal values and experiences in relation to health, illness, and medical care, and use humanities methods to explore them

Audience: Undergraduate

2. Engage respectfully with alternative views on health and illness (especially drawn from different cultures/life experiences), and develop interpersonal skills in class projects

Audience: Undergraduate

3. Identify ethical dilemmas in healthcare, apply analytical tools to these problems, and discuss the benefits and shortcomings of various approaches

Audience: Undergraduate

4. Recognize major historical trends pertinent to the health field and demonstrate an understanding of the connections between events, ideas, and values across time

Audience: Undergraduate

5. Understand how creative and humanistic thinking impacts experiences of illness and can improve the delivery of care and healing

Audience: Undergraduate

**MED HIST/GEN&WS/HIST SCI 531 – WOMEN AND HEALTH IN AMERICAN HISTORY**

3 credits.

Women as patients and as health professionals in America from the colonial period to the present.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Biological Sci. Counts toward the Natural Sci req

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Summer 2025

**Learning Outcomes:** 1. Summarize how and why women's experiences of health and illness have changed over time.

Audience: Both Grad & Undergrad

2. Recognize how and why experiences of health and illness vary among women.

Audience: Both Grad & Undergrad

3. Interrogate how historical, social, cultural, and political forces shape the experience of health and illness.

Audience: Both Grad & Undergrad

4. Determine the varied ways women have shaped the experience of health and illness as patients, activists, advocates, and health care workers.

Audience: Both Grad & Undergrad

5. Integrate historical research skills and learn to craft and develop arguments from primary sources.

Audience: Both Grad & Undergrad

6. Recognize and describe general trends in the history and the historiography of women's health.

Audience: Graduate

**MED HIST/GEN&WS/HIST SCI 532 – THE HISTORY OF THE (AMERICAN) BODY**

3 credits.

This course demonstrates that human bodies have social and cultural histories. It will highlight the social values placed on different bodies, the changing social expectations bodies create, and the role of science and medicine in creating the cultural meanings of bodies.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Humanities

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2023

**Learning Outcomes:** 1. Identify and summarize categories of embodied difference.

Audience: Both Grad & Undergrad

2. Analyze how embodied differences have shaped axes of power.

Audience: Both Grad & Undergrad

3. Examine how the experience of embodiment has shaped personal experience in the American past and present.

Audience: Both Grad & Undergrad

4. Integrate historical research skills and learn to craft and develop arguments from primary sources.

Audience: Both Grad & Undergrad

5. Apply historical understanding to current events focused on the body.

Audience: Both Grad & Undergrad

6. Recognize and describe general trends in the history and the historiography of the body.

Audience: Graduate

### **MED HIST/PHILOS 534 – ETHICS AND THE BRAIN**

3 credits.

In-depth analysis of ethical issues arising from the practices and advances of brain science in clinical, research, legal, and consumer contexts. Includes a foundation in ethical theory and philosophical methodology.

**Requisites:** Junior standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Gain knowledge about neurological and neuroscientific technologies and practices.

Audience: Both Grad & Undergrad

2. Gain understanding of major ethical theories and approaches.

Audience: Both Grad & Undergrad

3. Learn to employ philosophical methodology.

Audience: Both Grad & Undergrad

4. Utilize ethical theories and approaches, and philosophical methodologies to critically interrogate the ethical dimensions of the brain sciences.

Audience: Both Grad & Undergrad

5. Develop the skill of writing rigorous, analytical philosophical papers.

Audience: Graduate

6. Expand research beyond material learned in class to incorporate outside scientific and philosophical work.

Audience: Graduate

### **MED HIST 545 – ETHICAL AND REGULATORY ISSUES IN CLINICAL INVESTIGATION**

1 credit.

Explores and examines the ethical issues central to clinical research, regulations governing clinical investigation, and the role of good clinical practice for clinical trials.

**Requisites:** Consent of instructor

**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Know the basic elements of the federal regulations for human subjects research ("The Common Rule").

Audience: Both Grad & Undergrad

2. Provide examples of a conflict between the Common Rule and ethical principles guiding human subjects research.

Audience: Both Grad & Undergrad

3. Develop a skeptical attitude about conventional wisdom on ethical and legal issues in human subjects research.

Audience: Both Grad & Undergrad

4. Write a critical analysis of an ethically complex research study.

Audience: Graduate

### **MED HIST/HIST SCI/POP HLTH 553 – INTERNATIONAL HEALTH AND GLOBAL SOCIETY**

3 credits.

Major problems in international health from 1750 to the present. Focus on disease epidemiology and ecology; political economy of health; migration; quarantine; race, ethnicity, and health care; international health research; cross-cultural healing; mental and maternal health; growth of international health organizations.

**Requisites:** Junior standing

**Course Designation:** Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2021

**Learning Outcomes:** 1. Recognize the utility of humanistic methods for the study of modern international health

Audience: Undergraduate

2. Develop critical thinking skills through techniques of close reading and written analysis

Audience: Undergraduate

3. Understand essential developments in the evolving relationship between global history, politics, and public health on a global scale.

Audience: Undergraduate

**MED HIST/PHILOS 558 – ETHICAL ISSUES IN HEALTH CARE**

3 credits.

Ethical issues apparently created by new biomedical technologies, such as genetic screening, prenatal diagnosis, prolongation of life, treatment of severe birth defects, in vitro fertilization, behavior modification, psychosurgery, and transplantation.

**Requisites:** Junior standing**Course Designation:** Breadth - Humanities

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Gain knowledge about ethical issues in healthcare

Audience: Both Grad &amp; Undergrad

2. Communicate precisely and concisely in both writing and speech

Audience: Both Grad &amp; Undergrad

3. Think critically about arguments related to ethical issues in health care with the aim of uncovering the truth

Audience: Both Grad &amp; Undergrad

4. Practice interpretive charity and intellectual honesty, which includes appropriate attribution to others of their ideas, and recognition and frankness about the limitations of one's own ideas

Audience: Both Grad &amp; Undergrad

5. Independently locate and engage with the latest relevant empirical and philosophical research relevant to evaluating ethical issues in health care

Audience: Graduate

6. Exhibit substantial synthetic and analytic abilities in considering the ethical dimensions of ethical issues in health care

Audience: Graduate

**MED HIST 559 – TOPICS IN ETHICS AND HISTORY OF MEDICINE**

3 credits.

A survey of ethical and social issues in medical ethics and history of medicine. Cooperating faculty may be drawn from philosophy, law, medical ethics, history, political science, public health, economics, education, and communication, as well as medicine and the biological sciences.

**Requisites:** Junior standing**Course Designation:** Breadth - Either Humanities or Social Science

Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2020**Learning Outcomes:** 1. Apply, analyze, or evaluate advanced theories, concepts, or methods in History of Medicine

Audience: Undergraduate

**MED HIST/HIST SCI/HISTORY 564 – DISEASE, MEDICINE AND PUBLIC HEALTH IN THE HISTORY OF LATIN AMERICA AND THE CARIBBEAN**

3 credits.

Examines the history of illness and medical practice in Latin America and the Caribbean from the colonial era until the present. Using an interdisciplinary set of sources, students will explore the different meanings of disease, body normativity, medical practice, and ideas about public health across different historical circumstances in the region.

**Requisites:** Junior standing**Course Designation:** Breadth - Either Humanities or Social Science

Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2019**Learning Outcomes:** 1. Identify and analyze within their social, cultural and economic contexts key historical issues, and their significance, in the history of healing practices and public health in Latin America from the fifteenth century to the present.

Audience: Both Grad &amp; Undergrad

2. Develop an understanding of the mutually shaping interactions between perceptions of health, illness and medical practices and culture and society in different Latin American historical scenarios.

Audience: Both Grad &amp; Undergrad

3. Analyze the role of social factors -- race, gender, ethnicity, class, and sexual orientation, among others -- in shaping cultural realities related to body normativity, health, medical practice, public health and medical education in Latin America.

Audience: Both Grad &amp; Undergrad

4. Analyze and synthesize information, provide evidence-based interpretations about the past, and develop arguments regarding social and cultural differences related to health and body concepts in different Latin American societies.

Audience: Both Grad &amp; Undergrad

5. Identify the role patients, healthcare providers, institutions and the state played in modeling medical practice, ideas about the body, public health policies, and medical education in Latin America.

Audience: Both Grad &amp; Undergrad

6. Discern the impact of international politics, acting through European and American programs of medical research and humanitarianism, in the shaping of ideas about race, medical hierarchies and public health policies in Latin American and Caribbean nations.

Audience: Both Grad &amp; Undergrad

7. Understand the different methodological approaches and research strategies that historians, anthropologists, and other scholars have used to examine the histories of the medicine in Latin America from the sixteenth century to the present.

Audience: Graduate

**MED HIST/C&E SOC/PHILOS 565 – THE ETHICS OF MODERN BIOTECHNOLOGY**

3 credits.

An in-depth study of a selection of ethical issues arising from the application of modern biotechnology to microorganisms, plants, non-human animals, and human beings. We will aim at a discussion that is informed by empirical research and by work done in ethical theory, political philosophy, and other relevant disciplines, and whose character is rigorous, clear, nuanced, and unbiased.

**Requisites:** Junior standing

**Course Designation:** Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Think critically about arguments.

Audience: Both Grad & Undergrad

2. Communicate precisely and concisely in both writing and speech.

Audience: Both Grad & Undergrad

3. Exchange reasons about controversial matters respectfully and with the aim of uncovering the truth.

Audience: Both Grad & Undergrad

4. Practice interpretive charity and intellectual honesty, which includes appropriate attribute to others of their ideas, and recognition and frankness about the limitations of one's own ideas.

Audience: Both Grad & Undergrad

5. Independently locate and engage with the latest relevant empirical and philosophical research.

Audience: Graduate

6. Exhibit substantial synthetic and analytic abilities by considering how an application of modern biotechnology ethically compares to the status quo and to other possible alternatives.

Audience: Graduate

**MED HIST/ENGL/HIST SCI 599 – DIRECTED STUDY IN HEALTH AND THE HUMANITIES**

1 credit.

Offers students enrolled in the Health and the Humanities certificate an opportunity to conduct independent research under the guidance of a faculty member. It allows students who have enrolled in or completed a Health and the Humanities Capstone an opportunity to go into greater depth on a topic covered in the capstone course. In consultation with a faculty member, students will design a project that builds on lessons learned or work completed as part of their capstone experience.

**Requisites:** Consent of instructor

**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2020

**Learning Outcomes:** 1. Design scholarly research questions based on their knowledge of the existing literature

Audience: Undergraduate

2. Conduct original primary research by identifying, accessing, and interpreting appropriate sources

Audience: Undergraduate

3. Effectively convey the results of their research through writing or other creative media

Audience: Undergraduate

4. Work independently and manage a large project through to completion

Audience: Undergraduate

**MED HIST/CRB 615 – REGENERATIVE MEDICINE ETHICS AND SOCIETY**

3 credits.

Study of regenerative medicine and stem cell research within social, ethical and political contexts.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Understand current and past legal, political and social issues related to regenerative medicine. This includes laws and regulations, but also an understanding of clinical ethics issues, translational research and commercialization, and emerging, novel techniques requiring careful ethical consideration.

Audience: Both Grad & Undergrad

2. Understand more about relations of science, the state, and public, particularly around controversial or novel innovations and will learn how best to address emerging controversies and public concerns ethically in their professional careers.

Audience: Both Grad & Undergrad

3. Learn the guidelines for the responsible conduct of research for stem cell science, where to access regulatory and oversight documents, and how to apply for research protocols with ethics oversight.

Audience: Both Grad & Undergrad

4. Gain analytical skills for addressing policy, legal and social issues through research and writing exercises. Analytical and professional presentation skills will also be learned through classroom interactions and discussion.

Audience: Graduate

**MED HIST 699 – INDEPENDENT STUDY IN MEDICAL HISTORY**

1-3 credits.

Directed study projects as arranged with instructor.

**Requisites:** Consent of instructor

**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Apply concepts learned in coursework to real life situations

Audience: Undergraduate

2. Read and effectively search scientific literature

Audience: Undergraduate

3. Develop critical, analytical, and independent thinking skills

Audience: Undergraduate

**MED HIST 708 – HEALTH, DISEASE AND HEALING II**

1 credit.

Advanced readings in primary and secondary literature concerning medicine in Europe from the 18th century to mid-20th century, investigating changes in disease and demography, state interest in health care, and medical professions, and both scientific and alternative medical ideas.

**Requisites:** Graduate/professional standing and concurrent enrollment in MED HIST/HIST SCI/HISTORY 508

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Become familiar with major debates in the historiography of modern European medicine and public health

Audience: Graduate

2. Understand how to conduct a review of scholarly literature in a specific field within the modern history of European medicine and public health

Audience: Graduate

**MED HIST 709 – DEVELOPMENT OF PUBLIC HEALTH IN AMERICA**

1 credit.

Advanced readings in primary and secondary literature concerning public health issues and problems in America from the eighteenth to the twentieth century, and efforts made toward their solutions.

**Requisites:** Graduate/professional standing and concurrent enrollment in MED HIST/HIST SCI 509

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Develop understanding of the historiography of American medicine and public health.

Audience: Graduate

2. histories of public health in the United States in the last two centuries.

Audience: Graduate

**MED HIST 724 – HEALTH DISPARITIES RESEARCH: HISTORIES, PRACTICES, AND METHODS**

2 credits.

Examination of the social and historical roots of health disparities, including histories, practices, and current methodologies informing contemporary health disparities research. Participate in or explore content such as reviewing case studies pertaining to landmark research with priority populations identified by the National Institutes of Health (NIH); engage with leading scholars from across the School of Medicine and Public Health; grant proposal writing, presentation of student-led research; prepare drafts of NIH Aims page.

**Requisites:** Declared in Medicine MD or Population Health Sciences PhD

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Learning Outcomes:** 1. Identify, analyze, and interpret historical structures underwriting health disparities across the 20th century United States and explain their significance to contemporary health outcomes.  
Audience: Graduate

2. Explain the origin and development of health disparities research frameworks and conceptualizations; and provide key examples of landmark studies that have successfully utilized these research frameworks.  
Audience: Graduate

3. Identify and analyze relevant literature pertaining to health disparities research and conceptualize potential research ideas that meaningfully engage with this literature.  
Audience: Graduate

4. Develop 2-3 health disparities research questions, grounded in rigorous health disparities research-specific methods, analytics, and practices; and articulate these questions in both written and oral formats.  
Audience: Graduate

5. Develop collaborative research and grant writing skills through sustained consultation with faculty instructors and peer grant writing workshops to culminate in a draft grant proposal aims page with post-submission faculty feedback.  
Audience: Graduate

6. Position research question within relevant field literature to an audience of course peers, instructors, and visiting SMPH guest lecturers to solicit preliminary feedback on grant proposal aims page.  
Audience: Graduate

7. Facilitate future collaborative research endeavors through presentation opportunities in collaboration with faculty instructors and the Center for Health Disparities Research (CHDR).  
Audience: Graduate

**MED HIST 729 – INTRODUCTION TO BIOETHICS**

1 credit.

Opportunity to learn and employ foundational methods and principles of bioethics. Gain an understanding of modes of argument in bioethics and hone the craft of analyzing and constructing ethical arguments, and foreseeing and responding to potential objections.

**Requisites:** Declared in Medicine program

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Demonstrate understanding of foundational methods and principles of bioethics  
Audience: Graduate

2. Clarify diverse moral values and principles that create bioethical dilemmas  
Audience: Graduate

3. Critically assess these values and principles using analytical tools of bioethics  
Audience: Graduate

4. Explicate others' ethical claims and arguments clearly and concisely  
Audience: Graduate

5. Write a clear and concise argumentative paper defending an ethical thesis bearing on a pressing bioethics topic  
Audience: Graduate

**MED HIST 730 – TOPICS IN BIOETHICS**

1 credit.

Survey in bioethics aimed at students in the health sciences. Topics to include a mix of important perennial issues and emerging problems.

**Requisites:** Declared in Medicine program

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Analyze controversies involving ethical issues in the health sciences and related social institutions  
Audience: Graduate

2. Engage in interdisciplinary discourse  
Audience: Graduate

3. Describe controversial issues from multiple perspectives  
Audience: Graduate

4. Construct a clear and concise ethical argument  
Audience: Graduate

**MED HIST 740 – NARRATIVE MEDICINE AND PUBLIC HEALTH**

2 credits.

Narrative medicine is the practice of using stories to understand health and illness in the context of people's lives. Whether through fiction or nonfiction, poetry or prose, text or graphics, giving voice to the stories of patients and caregivers allows their experiences to be heard, made sense of, and valued. Learning to listen to others and to express one's own vulnerabilities are valuable tools for all health practitioners, but they are especially valuable in the context of public health. The scope of public health interventions encourages practitioners to think in terms of populations, but efforts to improve quality of life through prevention must ultimately be grounded in individual lives. Explore how narrative medicine techniques can enrich the practice of public health, both through the power of listening to stories to understand how individuals experience health and through the power of telling stories to mobilize communities.

**Requisites:** (MED SC-M 810, 811, 812 and 813) or declared in Physician Assistant, Nursing, Physical Therapy, Pharmacy, or Genetic Counselor Studies.

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify and employ narrative components such as plot, setting, characters, point of view, and tone

Audience: Graduate

2. Use narrative medicine skills in the context of clinical encounters and public health interventions.

Audience: Graduate

3. Express yourself in different modes (fiction, nonfiction, poetry, film, graphic novels), and use both free writing and sustained writing techniques.

Audience: Graduate

4. Explain the connections between public health and individual experience, and the difference between viewing problems as personal problems vs public issues.

Audience: Graduate

5. Reflect on the meaning of health in the context of people's everyday lives, especially people who are different from themselves.

Audience: Graduate

**MED HIST 741 – ETHICAL ISSUES IN PUBLIC HEALTH**

2 credits.

Analyze ethical dimensions of population-level efforts to protect and promote health. Gain understanding of different ethical frameworks, their theoretical underpinnings, and their prospects for resolving real-world policy dilemmas in the context of medicine and public health. Hone the craft of constructing ethical arguments, and foreseeing and responding to potential objections.

**Requisites:** MED SC-M 810, 811, 812, and 813

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Demonstrate understanding of public health ethics as an enterprise incorporating moral philosophy, bioethics, and evidence-based biological and social science

Audience: Graduate

2. Clarify diverse moral values and principles that create various public health dilemmas

Audience: Graduate

3. Critically assess these values and principles using tools of philosophical analysis

Audience: Graduate

4. Explain others' ethical claims and arguments clearly, concisely, and accurately

Audience: Graduate

5. Write a clear and concise argumentative paper defending an ethical thesis bearing on the practice of public health

Audience: Graduate

**MED HIST 742 – ETHICS AND U.S. HEALTH CARE POLICY**

2 credits.

Understand and analyze the U.S. health care system through the lens of ethical criticisms made by and on behalf of the diverse populations it serves. Gain understanding of philosophical debates over universal health insurance coverage, fair health care financing, effective cost-containment, and rationing. Hone the craft of constructing ethical arguments, and foreseeing and responding to potential objections.

**Requisites:** MED SC-M 810, 811, 812, and 813

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Demonstrate understanding of U.S. health care policy and its implementing institutions

Audience: Graduate

2. Clarify diverse moral values and principles that underlie ethical debates about health insurance access, cost, and quality in the U.S. policy context

Audience: Graduate

3. Critically assess relevant ethical values and debates using tools of philosophical analysis

Audience: Graduate

4. Explain others' ethical claims and arguments clearly, concisely, and accurately

Audience: Graduate

5. Write a clear and concise argumentative paper defending an ethical thesis bearing on an important dimension of U.S. health care policy

Audience: Graduate

**MED HIST 744 – INTRODUCTION TO THE MEDICAL HUMANITIES**

2 credits.

Introduction to the medical humanities and their application to clinical practice, utilizing a variety of humanistic approaches, drawing from history, philosophy, anthropology, literary studies, and religious studies.

Engage with a variety of forms of expression, including essays, poetry, film, podcasts, music, and visual art. These humanistic approaches complement the science-focused approach of contemporary medical education by enhancing students' ability to offer more compassionate and culturally competent care, and helping students build resiliency through using artistic forms of expression to process their experiences. Engage with the medical humanities through a different theme, such as the doctor-patient relationship, death and dying, or healing and wholeness.

**Requisites:** MED SC-M 810, 811, 812, and 813

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Identify the different humanistic approaches that fall under the umbrella of the medical humanities, and compare and contrast the strengths of these approaches for understanding health and illness.

Audience: Graduate

2. Apply techniques from the medical humanities to analyze literature, film, podcasts, and visual art.

Audience: Graduate

3. Locate one's own experiences of health and illness in broader societal and historical contexts, and recognize how the meaning and experience of health might differ for people occupying different social positions.

Audience: Graduate

4. Critically examine harms caused by medicine and scientific research in both a historical and contemporary context.

Audience: Graduate

5. Identify the ways in which the experiences of marginalized people may frequently be invalidated by the medical community, and understand how the invalidation of personal experience can constitute both physical and structural violence.

Audience: Graduate

6. Translate the experience of bearing witness into specific actions, taken on an individual or societal level, to help alleviate suffering and promote human flourishing.

Audience: Graduate

### MED HIST 745 – CLINICAL ETHICS - INDIVIDUAL AND POPULATION CONSIDERATIONS

2 credits.

Examine how ethical issues in clinical practice affect public health outcomes. Gain an understanding of the ethical frameworks and practices that are employed in medicine, in order to understand the complex interplay between public health and clinical care. Develop the ability to identify the ethically salient features of a patient case and to employ ethical analysis to generate recommendations that improve public health outcomes.

**Requisites:** MED SC-M 810, 811, 812, and 813

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2025

**Learning Outcomes:** 1. Demonstrate understanding of the interplay between clinical ethics as an applied domain grounded in clinical practice, and public health as the pursuit of health and wellbeing for all members of society

Audience: Graduate

2. Critically assess how the public health principles of trust, interdependence, and distributional justice are affected by clinical ethics principles such as beneficence and autonomy.

Audience: Graduate

3. Clarify diverse moral and cultural values that generate various clinical ethics and public health tensions.

Audience: Graduate

4. Identify the ethically salient features of a clinical case and evaluate their implication on moral decision-making and public health outcomes

Audience: Graduate

5. Clearly and concisely articulate issues related to public health and clinical ethics

Audience: Graduate

### MED HIST 746 – RACE, SCIENCE, AND MEDICINE: PAST AND PRESENT

2 credits.

Examine ideas about race and ethnicity and their relationship to the history of "Western" medicine and science. Analyze the role of social, economic, cultural, and political developments in the shaping of scientific and medical notions of race and bodily difference. Study how skin color (and other elements of "racial identity") has influenced the experiences of patients and populations, physicians and nurses, and medical researchers. Discuss how conceptions of race have shaped both the health concerns and health outcomes of Americans in the past three hundred years, and the structure of medical institutions in the United States. Topics include the origins of racial classification, race and colonialism, the health and medical care of the enslaved, the use of enslaved people as research subjects, the history of racial disparities in medicine, structural racism of the medical establishment, race and reproduction, and the struggle for justice in health care during the past few decades.

**Requisites:** MED SC-M 810, 811, 812, and 813

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify and analyze within their social, cultural and economic contexts key historical issues, and their significance, in the history of the idea of race as it relates to scientific and medical developments.

Audience: Graduate

2. Develop an understanding of the mutually shaping interactions between ideas about race and perceptions of social hierarchy, health, illness and medical and anthropological categories.

Audience: Graduate

3. Understand how conceptions of race have influenced the medical and nursing professions, as well as medical institutions.

Audience: Graduate

4. Analyze the role of social factors like gender and class, among others, in shaping cultural realities related to race and body normativity.

Audience: Graduate

5. Identify the role that scientists, physicians, patients, healthcare providers, scientific institutions and the state play in modeling, ideas about race.

Audience: Graduate

6. Discern the impact of programs of global science as they intersect with international politics in the shaping of ideas about human rights, ethnicity, and race.

Audience: Graduate

### **MED HIST 747 – FEMINIST BIOETHICS**

2 credits.

Gain an appreciation of the intersection of feminist themes with ethical issues in medicine and public health. Feminist epistemology and care ethics. Applied feminist bioethics topics, including abortion and maternal-fetal medicine. Apply a feminist lens to bioethical theories and topics, and identify and analyze an array of issues that arise from sex and gender.

**Requisites:** Declared in Medicine MD, Physical Therapy DPT, Physician Assistant MPAS, Genetic Counselor Studies MGCS, or Public Health MPH

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Demonstrate understanding of the feminist approaches to bioethical theory and topics.

Audience: Graduate

2. Critically assess how public health is affected by feminist concerns such as epistemic injustice, sex bias in medicine, and the lack of women in research.

Audience: Graduate

3. Clearly and concisely articulate ethical and philosophical issues related to feminist bioethics topics.

Audience: Graduate

4. Identify how feminist bioethics concerns intersect with black bioethics concerns.

Audience: Graduate

5. Construct clearly and persuasively written arguments in feminist bioethics.

Audience: Graduate

### **MED HIST 750 – OUTBREAK!: EPIDEMICS, MIGRATION, AND THE CHANGING CONTOURS OF GLOBAL HEALTH**

2 credits.

Explore national and international health projects aimed to address infectious disease epidemics in the context of changing ideas about human difference, the shifting economic and socio-political dimensions of international health, and the history of migration. Using a range of sources from historical documents, social science, films, and biomedical research, explore circumstances linking ideas about "alien" people (a term historically used to talk about enslaved people, Native Americans, minorities, and immigrants), and "plagues." Examine the relationship between ideas about disease and migration, risk factors and disease patterns related to migration, migrant populations' access to health-care resources, perceived threats of infectious diseases related to migrant populations and the ways such threats have shaped medical theories, and the institutional landscape of global health.

**Requisites:** MED SC-M 810, 811, 812, and 813

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Analyze evidence coming from a broad range of disciplines to discuss issues of public health as they relate to epidemics and immigrant populations.

Audience: Graduate

2. Describe clinical relevance of knowledge coming from disciplines such as history, anthropology, economics, sociology, and geography.

Audience: Graduate

3. Describe the cultural, social, and structural circumstances shaping the lives of mobile populations, and how such circumstances should inform clinical encounters with migrant communities.

Audience: Graduate

4. Describe circumstances that have shaped the health of immigrant populations, and governmental responses to epidemic diseases.

Audience: Graduate

5. Engage in policy discussions related to these issues.

Audience: Graduate

6. Demonstrate understanding of the historical links between ideas about race, epidemics, immigration, and public health policy in the United States.

Audience: Graduate

7. Critically engage with "Global Health" projects and how to identify the long history of colonial international medical humanitarianism shapes these initiatives.

Audience: Graduate

**MED HIST 753 – INTERNATIONAL HEALTH AND GLOBAL SOCIETY**

1 credit.

Advanced readings that examine major problems in modern international health. Focus on epidemiology and disease ecology; political economy of health; migration; quarantine; international health research; cross-cultural healing; mental and maternal health; growth of international health organizations.

**Requisites:** Graduate/professional standing and concurrent enrollment in POP HLTH/HIST SCI/MED HIST 553

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2021

**Learning Outcomes:** 1. Become familiar with major debates in the historiography of modern global medicine and public health.

Audience: Graduate

2. Understand how to conduct a review of scholarly literature in a specific field, or to produce an original research paper, within the modern history of global medicine and public health.

Audience: Graduate

**MED HIST 890 – READING AND RESEARCH**

1-3 credits.

Independent reading, research and writing for medical professional students under the supervision of a faculty member.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Read and effectively search scientific literature

Audience: Graduate

2. Design research questions based on coursework or literature searches

Audience: Graduate

3. Effectively convey research results through writing or other media

Audience: Graduate

4. Apply concepts learned in coursework to real life situations

Audience: Graduate

**MED HIST/HIST SCI 919 – GRADUATE STUDIES IN MEDICAL HISTORY**

3 credits.

Analyzes the scientific and social aspects of the development of modern medicine and public health in Europe and America.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Apply, analyze, or evaluate advanced theories, concepts, or methods in Medical History

Audience: Graduate

**MED HIST/SURGERY 984 – TRANSPLANT ETHICS**

2 credits.

Understand and analyze the ethics of transplantation practice and policy in the U.S. health care system, especially considering ethical criticisms made by and on behalf of the diverse populations it serves. Gain an understanding of philosophical debates over important issues in transplant ethics. Hone the craft of constructing ethical arguments, and foreseeing and responding to potential objections.

**Requisites:** MED SC-M 810, 811, 812, and 813

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Demonstrate understanding of transplant-related dimensions of the U.S. health care system.

Audience: Graduate

2. Critically analyze transplant candidate evaluation, deceased donor allocation policy, ethics of living donation, and novel transplant and procurement techniques using the tools of ethical analysis.

Audience: Graduate

3. Exposit others' ethical claims and arguments about transplant ethics clearly, concisely, and charitably.

Audience: Graduate

**MED HIST 999 – ADVANCED INDEPENDENT STUDY**

1-3 credits.

Independent research and writing for graduate students under the supervision of a faculty member.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Apply concepts learned in coursework to real life situations

Audience: Graduate

2. Read and effectively search scientific literature

Audience: Graduate

3. Develop critical, analytical, and independent thinking skills

Audience: Graduate