

Health and Society

Department Website: <https://voices.uchicago.edu/healthandsocietyminor/>

Program of Study

The Health and Society minor explores the social, political, and economic processes that shape individual and population health. Disability, experiences of illness, categories of disorder, ideals of well-being, and models of medical intervention can all vary between cultural settings and across history. Rapid changes in medicine and biotechnology create new understandings and expectations about illness, health, and well-being. At the same time, inequalities in access to care and in health outcomes across populations, in the United States and globally, have become important to conversations in policy and practice alike. At the individual level, how and where one lives may influence a range of conditions and outcomes including mental health, the onset of diabetes, and the length of life. Health is also influenced—in both positive and negative ways—by our relationships and social networks. Finally, people's life chances and health trajectories form within frameworks of health care policy and systems of provision and exposure to environments that reflect historical legacies, economic activity, and political choices. To understand health in its broader contexts, this minor encompasses a range of disciplines and methods in the social sciences, and differential emphases on theory, practice, and policy implications.

A minor in Health and Society will provide a background for medical school, the allied health professions, public health, health policy, health advocacy, the study of law with an emphasis on health, and doctoral work in a range of social science disciplines.

Application to the Health and Society Minor

College students in any field of study may complete a minor in Health and Society. The flexibility of this minor complements majors in any of the disciplines. Students who elect the minor program in Health and Society must contact the program administrator before the end of Spring Quarter of their third year to declare their intention to complete the minor. The program administrator must submit approval on the form provided by the College for the minor to a student's College adviser by the Spring Quarter of a student's third year.

Summary of Minor Requirements

The Health and Society minor requires a total of five courses, including HLTH 17000 Introduction to Health and Society, which provides exposure to a range of approaches and perspectives in the social sciences, and four approved courses designated as counting toward the Health and Society minor. Please see the Approved Courses list below.

HLTH 17000	Introduction to Health and Society	100
Four electives chosen from the list of Approved Courses *		400
Total Units		500

* Students may only include one of the following methods courses toward the minor: ANTH 21420 Ethnographic Methods, CHDV 20100 Human Development Research Design, CHDV 20101 Applied Statistics in Human Development Research, ECON 21010 Statistical Methods in Economics, SOCI 20001 Sociological Methods, or SOCI 20004 Statistical Methods of Research.

Approved Courses

These courses may be used to satisfy the minor course requirements. Additional approved courses will be updated annually. Please check the Health and Society website (<https://voices.uchicago.edu/healthandsocietyminor/>) for complete listings and for information about current course offerings.

Up to one of the following:

ANTH 21420	Ethnographic Methods
CHDV 20100	Human Development Research Design
CHDV 20101	Applied Statistics in Human Development Research
ECON 21010	Statistical Methods in Economics
SOCI 20001	Sociological Methods
SOCI 20004	Statistical Methods of Research

Any of the following:

ANTH 20405	Anthropology of Disability
ANTH 21333	The Lived Body: Anthropology, Materiality, Meaningful Practice
ANTH 23906	Magic, Science, and Religion
ANTH 24302	Disability in Local and Global Contexts
ANTH 24307	Lab, Field, and Clinic: History and Anthropology of Medicine and the Life Sciences
ANTH 24309	Reproductive Worlds
ANTH 24312	Body & Soul: The Anthropology of Religion, Health, & Healing
ANTH 25100	Anthropology of the Body

CHDV 20000	Introduction to Human Development
CHDV 20440	Inequality, Health and the Life Course
CHDV 21500	Darwinian Health
CHDV 23204	Medical Anthropology
CHDV 23301	Culture, Mental Health, and Psychiatry
CHDV 23440	Health, Medicine, and Human Rights
CHDV 27860	History of Evolutionary Behavioral Sciences
CHDV 28301	Disability and Design
ECON 24450	Inequality and the Social Safety Net: Theory, Empirics, and Policies
ECON 24720	Inequality: Origins, Dimensions, and Policy
ECON 27720	Economics and Regulation of Health Care Markets: Theory and Empirics
HIPS 21911	Medical Ethics: Who Decides and on What Basis?
HIPS 22001	Introduction to Science Studies
HIPS 22800	Experiencing Madness: Empathic Methods in Cultural Psychiatry
HIPS 29629	Tutorial: Romantic Bodies: Theater in the History of Science and Medicine
HIST 17300	Science, Culture, and Society in Western Civilization I
HIST 17402	Science, Culture, and Society in Western Civilization II: History of Medicine I
HIST 17403	Science, Culture, and Society in Western Civilization II: Early Modern Period
HIST 17501	Science, Culture, and Society in Western Civilization III
HIST 20111	History of Death
HIST 25314	History of Medicine
HIST 29678	History Colloquium: Medicine and Society
HLTH 17000	Introduction to Health and Society
PBPL 21425	Health in a Changing America: Social Context and Human Rights
PBPL 26690	The Politics of Health Care
PBPL 27905	Global Health Metrics
PBPL 28300	Health Economics and Public Policy
PBPL 28310	Healthcare and Healthcare Reform
PSYC 21750	Biological Clocks and Behavior
PSYC 22350	Social Neuroscience
PSYC 22580	Child Development in the Classroom
PSYC 23800	Introduction to Learning and Memory
SOCI 20107	Sociology of Human Sexuality
SOCI 20215	Urban Health
SOCI 20275	Sociology of Health and Aging
SOCI 28080	Sociology of Medicine
SOSC 18100	Topics in Behavioral and Social Sciences Relevant to Medicine
SSAD 46622	Key Issues in Healthcare: An Interdisciplinary Case Studies Approach
SSAD 49032	Health and Aging Policy
SSAD 60100	Drugs: Culture and Context

Advising and Grading

Students who elect the minor program in Health and Society must meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director's approval for the minor program should be submitted to a student's College adviser by the Spring Quarter of a student's third year.

Courses in the minor may not be double counted with the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Health and Society Courses

HLTH 12103. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.

Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans- theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like "material bodies" and "objective science". Primary course questions include: 1.

Instructor(s): Paula Martin Terms Offered: Spring

Note(s): This course counts as a Foundations Course for GNSE majors

Equivalent Course(s): HIPS 12103, ANTH 25212, GNSE 12103, CHDV 12103

HLTH 17000. Introduction to Health and Society. 100 Units.

Disability, experiences of illness, categories of disorder, ideals of well-being, and models of medical intervention can all vary between cultural settings and across history. Rapid changes in medicine and biotechnology create new understandings and expectations about illness, health, and well-being. At the same time, inequalities in access to care and in health outcomes across populations, in the United States and globally, have become important to conversations in policy and practice alike. This course introduces students to the social, political, and economic processes that shape individual and population health, as well as to a range of concepts and methods which social scientists use to study these processes. A requirement for students undertaking the "Health and Society" minor, the class will also serve as an introduction to the faculty researching and teaching on issues of health and society in the Social Sciences Division and beyond.

Instructor(s): Raikhel, Eugene Terms Offered: Autumn

HLTH 18100. Topics in Behavioral and Social Sciences Relevant to Medicine. 100 Units.

This class will survey key topics in Behavioral and Social Sciences relevant to training in and practice of medicine. Among the topics addressed will be sensation and perception, cognition, social psychology and the biological bases of behavior, as well as communications theory, institutional organization, sociology of health choices and outcomes, statistical reasoning, and research design. Grades will be based on a combination of exams and quizzes. There are no prerequisites for this class, and it will not count toward major and minor credit in any College department or program.

Instructor(s): K. Le Doux Terms Offered: Autumn Winter

Note(s): This course is most appropriate for second and third year students, preparing for the MCAT.

Equivalent Course(s): SOS 18100

HLTH 20400. Health Disparities in Breast Cancer. 100 Units.

Across the globe, breast cancer is the most common women's cancer. In the last two decades, there have been significant advances in breast cancer detection and treatment that have resulted in improved survival rates. Yet, not all populations have benefited equally from these improvements, and there continues to be a disproportionate burden of breast cancer felt by different populations. In the U.S., for example, white women have the highest incidence of breast cancer but African-American women have the highest breast cancer mortality overall. The socioeconomic, environmental, biological, and cultural factors that collectively contribute to these disparities are being identified with a growing emphasis on health disparities research efforts. In this 10-week discussion-based course students will meet twice weekly and cover major aspects of breast cancer disparities.

Instructor(s): E. Dolan, S. Conzen Terms Offered: Winter

Prerequisite(s): BIOS 25108

Equivalent Course(s): BIOS 25327, CCTS 20400, CCTS 40400

HLTH 20910. Epidemiology and Population Health. 100 Units.

This course does not meet requirements for the biological sciences major. Epidemiology is the study of the distribution and determinants of health and disease in human populations. This course introduces the basic principles of epidemiologic study design, analysis, and interpretation through lectures, assignments, and critical appraisal of both classic and contemporary research articles.

Instructor(s): D. Lauderdale Terms Offered: Autumn

Prerequisite(s): STAT 22000 or other introductory statistics highly desirable. For BIOS students-completion of the first three quarters of a Biological Sciences Fundamentals sequence.

Equivalent Course(s): PPHA 36410, PBHS 30910, STAT 22810, ENST 27400

HLTH 21007. Clinical and Health Services Research: Methods and Applications. 100 Units.

This course will introduce the interdisciplinary field of clinically-oriented health services research with a focus on policy-related implications. Through exposure to theoretical foundations, methodologies, and applications, students without significant investigative experience will learn about the design and conduct of research studies. We will cover the integration of research within the stages of translational medicine, and how science conducted across the translational medicine spectrum informs policy through purveyors of clinical services (e.g. physicians, hospitals), government, insurers, and professional societies. We will use the examples of postmenopausal hormone replacement therapy and autologous bone marrow transplantation to illustrate pitfalls in the progression from basic science research to clinical trials leading to diffusion in clinical medicine that can complicate the creation of logical, evidence-based practice guidelines, reimbursement, and clinical practice.

Instructor(s): Greg Ruhnke Terms Offered: Spring

Equivalent Course(s): CCTS 43007, PBPL 23007, CCTS 21007

HLTH 21008. Health Systems in Low- and Middle-Income Countries. 100 Units.

Strengthening health systems is imperative to achieving lasting improvements in health. This course provides students with a comprehensive overview of health systems in low- and middle-income countries. We will learn key frameworks and tools to analyze, assess and influence health systems in these contexts. The course is organized around core components of health systems, including service delivery, human resources for health, health financing, supply chain systems, governance, community engagement and information systems. Each class draws upon contemporary case studies from a variety of low- and middle-income countries to illustrate challenges, controversies and opportunities in these contexts. We will examine historical, social and political contexts, and key international, national and local stakeholders that influence health systems presently. We will consider the impact of external shocks, such as conflict, natural disasters, and economic and political crises, on the structure and functioning of health systems. Finally, recognizing the convergence between global and local, we will situate current challenges in the U.S. health system in a global context.

Instructor(s): Veena Sriram Terms Offered: Autumn. Not offered every year.

Prerequisite(s): Open to graduate students and third- and fourth-year undergraduate students. First- and second-year undergraduates interested in taking the course may write to the course instructor for permission.

Equivalent Course(s): CCTS 21008, CCTS 41008

HLTH 21335. Living with Toxins: Anthropology of Environmental Health. 100 Units.

The ongoing saturation of our bodies and environments with chemicals, pesticides, radiation, mercury, and microplastics has made environmental health a central issue of our time. This course explores how anthropologists have engaged environmental pollution, disaster, and climate change by tracing the historical and conceptual development of an anthropology of environmental health as an emerging field of inquiry. It will draw on works in medical anthropology, environmental anthropology, political ecology, environmental history, and science and technology studies, paying close attention to the concerns, questions, and analytic perspectives they raise in engaging with issues of environment and health. The goal of this course is to develop analytic tools to critically assess responses to environmental health issues and examine the stakes and experiences surrounding toxic worlds across space, time, and disciplines. Students will have the opportunity to apply their insights by working closely on an environmental health issue of their own choosing throughout the course.

Instructor(s): Hiroko Kumaki Terms Offered: Spring, Spring 2020

Equivalent Course(s): ANTH 21345

HLTH 21609. Medical Ethics: Central Topics. 100 Units.

Decisions about medical treatment, medical research, and medical policy often have profound moral implications. Taught by a philosopher, two physicians, and a medical lawyer, this course will examine such issues as paternalism, autonomy, assisted suicide, kidney markets, abortion, and research ethics. (A)

Instructor(s): D. Brudney; Staff Terms Offered: Winter

Prerequisite(s): Third or fourth year standing. This course does not meet requirements for the Biological Sciences major.

Note(s): Philosophy majors: this course fulfills the practical philosophy (A) requirement.

Equivalent Course(s): BPRO 22612, PHIL 21609, PHIL 31609, HIPS 21609, BIOS 29314

HLTH 21750. Biological Clocks and Behavior. 100 Units.

This course will address physiological and molecular biological aspects of circadian and seasonal rhythms in biology and behavior. The course will primarily emphasize biological and molecular mechanisms of CNS function, and will be taught at a molecular level of analysis from the beginning of the quarter. Those students without a strong biology background are unlikely to resonate with the course material.

Instructor(s): B. Prendergast Terms Offered: Autumn

Prerequisite(s): A quality grade in PSYC 20300 Introduction to Biological Psychology. Additional biology courses are desirable. Completion of Core biology will not suffice as a prerequisite.

Equivalent Course(s): NSCI 21400, BIOS 24248, PSYC 21750

HLTH 22350. Social Neuroscience. 100 Units.

Social species, by definition, create emergent organizations beyond the individual - structures ranging from dyads and families to groups and cultures. Social neuroscience is the interdisciplinary field devoted to the study of neural, hormonal, cellular, and genetic mechanisms, and to the study of the associations and influences between social and biological levels of organization. The course provides a valuable interdisciplinary framework for students in psychology, neuroscience, behavioral economics, and comparative human development. Many aspects of social cognition will be examined, including but not limited to attachment, attraction, altruism, contagion, cooperation, competition, dominance, empathy, isolation, morality, and social decision-making.

Instructor(s): J. Decety Terms Offered: Autumn

Equivalent Course(s): PSYC 22350, BIOS 24137, CHDV 22350, ECON 21830, NSCI 21000

HLTH 22580. Child Development in the Classroom. 100 Units.

This discussion-based, advanced seminar is designed to investigate how preschool and elementary students think, act, and learn, as well as examine developmentally appropriate practices and culturally responsive teaching in the classroom. This course emphasizes the application of theory and research from the field of psychology to the realm of teaching and learning in contemporary classrooms. Course concepts will be grounded in empirical research and activities geared towards understanding the nuances and complexities of topics such as cognitive development (memory, attention, language), early assessment systems, standardized testing, "mindset", "grit", exercise/nutrition, emotion regulation, and more.

Instructor(s): Kate O'Doherty Terms Offered: Winter

Equivalent Course(s): EDSO 22580, PSYC 22580, CHDV 22580

HLTH 23800. Introduction to Learning and Memory. 100 Units.

This course examines basic questions in learning and memory. We discuss the historical separation and division of these two areas as well as the paradigmatic differences in studying learning and memory. We also discuss basic research methods for investigating learning and memory and survey established and recent research findings, as well as consider several different kinds of models and theories of learning and memory. Topics include skill acquisition, perceptual learning, statistical learning, working memory, implicit memory, semantic vs. episodic memory, and memory disorders.

Instructor(s): D. Gallo Terms Offered: Spring

Equivalent Course(s): PSYC 23800, EDSO 23800

HLTH 24103. Bioethics. 100 Units.

This lecture course will introduce you to the field of Bioethics. We will use a case-based method to study how different philosophical and theological traditions describe and defend differences in moral choices in contemporary bioethics. This class is based on the understanding that case narratives serve as the motivation for the discipline of bioethics and that complex ethical issues are best considered by a careful examination of the competing theories as they work themselves out in specific cases. We will examine both classic cases that have shaped our understanding of the field of bioethics and cases that are newly emerging, including the case of research done at Northwestern University. Through these cases, we will ask how religious traditions both collide and cohere over such topics as embryo research, health care reform, terminal illness, issues in epidemics and public health, and our central research question, synthetic biology research. This class will also explore how the discipline of bioethics has emerged to reflect upon such dilemmas, with particular attention to the role that theology philosophy, law, public health, and religious studies have played in such reflection. We will look at both how the practice of different disciplines has shaped the field of bioethics and in particular at how different theological and philosophical claims, methodology, and praxis have continued to shape and inflect bioethics.

Instructor(s): Laurie Zoloth Terms Offered: Spring

Equivalent Course(s): SIGN 26069, RLST 24103, RETH 30600

HLTH 24335. Introduction to Medical Anthropology and Critical Studies of Global Health. 100 Units.

Ideas about health and the experience and interpretation of distress and illness are products of specific historical, social, economic, and cultural contexts. The physical body, however, constrains the shaping of these ideas. The aim of this course is to examine the way in which concepts about the body in health and in illness in any given society are reflections of specific kinds of social organization and political relations together with shared cultural values. The first module of the course will outline the major theoretical models for approaching the study of illness, health, and medicine, as objects of anthropological analysis. The second, third, and fourth modules of this course will variously examine historical, cultural, environmental, economic, and political considerations to provide a comprehensive global overview of the many factors that influence the health of individuals and populations. In each module we will explore specific themes, buttressed by ethnographic case studies: for example, medicine as a cultural system; different medical traditions; cross-cultural medicine; medicalization of the life-cycle; anthropology of the body; the social lives of medicines, reemerging infections, biomedical technologies; social suffering; and, finally, the political dimensions of health policy in the US and abroad.

Instructor(s): S. Brotherton Terms Offered: Winter. Winter 2020

Prerequisite(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology Majors.

Equivalent Course(s): HIPS 24335, CHDV 24335, ANTH 24335

HLTH 24352. Health, Value, Politics. 100 Units.

TBD

Instructor(s): Kaushik Sunder Rajan Terms Offered: TBD

Equivalent Course(s): ANTH 24352, HIPS 24352

HLTH 25500. Introduction to U.S. Health Policy and Politics. 100 Units.

The purpose of this course is to introduce students to the concepts needed to critically evaluate U.S. health policy issues. The course will 1) provide an overview of the U.S. health system including its institutions, stakeholders, and financing mechanisms, 2) describe the politics of health and illuminate how the structure of our political system shapes health policy outcomes, and 3) offer a framework for assessing the critical features central to health policy debates. Building upon this knowledge, the course will conclude with a discussion of strategies for influencing the health policy process and how they might be employed in future leadership roles within the health sector.

Instructor(s): Loren Saulsberry Terms Offered: Spring

Prerequisite(s): None

Equivalent Course(s): SSAD 45011, PBHS 28500, PBHS 35500, PPHA 37720

HLTH 27450. Social Inequalities in Health: Race/Ethnicity & Class. 100 Units.

This course examines how social stratification and social inequality shape racial/ethnic and socioeconomic inequalities in health. In particular, we will explore the production of race and class inequality in the US and draw on the extant theoretical and empirical literature to understand how these social factors influence health behaviors and health outcomes. Finally, we will review both the classic and emerging methodological approaches used by public health and social scientists to measure and test how these features of society get "under the skin" to shape a variety of health outcomes.

Instructor(s): Aresha Martinez-Cardoso and Diane Lauderdale Terms Offered: Spring. New course Spring 2020

Equivalent Course(s): PBHS 27450, PBHS 31450

HLTH 28010. Introduction to Health Economics. 100 Units.

This course covers the foundations of the economics of health care. Content includes demand for health, medical care, and insurance; supply of medical care and behavior of health care practitioners; and economic perspectives on measurement in health care research. Using a combination of lectures, readings, and problem sets, the goal is for students to acquire a basic understanding of economic knowledge and thinking that can be applied to current challenges in health care policy and practice. The course is open to undergraduate and graduate students with at least one prior course in microeconomics.

Instructor(s): T. Konezka Terms Offered: Winter 2019-20

Prerequisite(s): Microeconomics course

Equivalent Course(s): PBHS 28010, PBHS 38010, PPHA 38290

HLTH 29100. Health Services Research Methods. 100 Units.

The purpose of this course is to better acquaint students with the methodological issues of research design and data analysis widely used in empirical health services research. To deal with these methods, the course will use a combination of readings, lectures, problem sets (using STATA), and discussion of applications. The course assumes that students have had a prior course in statistics, including the use of linear regression methods.

Instructor(s): P. Sanghavi Terms Offered: Spring

Prerequisite(s): At least one course in linear regression and basic familiarity with STATA; or consent of instructor.

Equivalent Course(s): SSAD 46300, PPHA 38010, PBHS 35100

HLTH 29635. Tutorial: Power and Medicine. 100 Units.

The marvel of modern medicine has been lauded as a great leveler of the human condition. From sanitary regimes, to the discovery of antibiotics, to anaesthesia and the development of successful surgery and lifestyle intervention, medicine has improved the lives of all humankind. However, research shows that this improvement is not uniform - that some benefit more from medicine than others. This disparity, which public health scientists and medical researchers have followed for decades, is borne of a complex set of societal factors - including socioeconomic status, race, genetic background, environment, and lifestyle. These studies show us a key feature of medicine: it does not exist in a vacuum, and one's lifespan and quality of life are as tethered to social factors as they are to scientific innovation. This class will explore the effects of uneven power systems on health and human medicine in modern history. We will explore how different peoples - of diverse racial, socioeconomic and historical backgrounds - experienced medical and sanitary regimes, and how they navigated disparities in access. Every week we will examine a particular theme in the history of medicine and explore its effects first on a regional scale in the U.S., and the following meeting in the global context. The goal in this structure is to demonstrate the diversity of experience and the complex systems that influence medical regimes.

Instructor(s): Webster, E., and Jordan, C. Terms Offered: Spring, Spring 2020

Equivalent Course(s): HIPS 29635, HIST 25020, KNOW 28002

HLTH 29901. XCAP: The Experimental Capstone - The Art of Healing: Medical Aesthetics in Russia and the U.S. 100 Units.

What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? Why does the color of a pill influence its effectiveness, and how do placebos sometimes achieve what less inert medication cannot? In this course we will consider these problems from the vantage points of a physician and a cultural historian. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice. We will consider the narratology of medicine as we examine the way that patients tell their stories-and the way that doctors, nurses, buildings, wards, and machines enter those narratives. The latter agents derive their meaning from medical outcomes, but are also embedded in a field of aesthetic values that shape their perception. We will look closely at a realm of medical experience that continues to evade the grasp of instruments: how the aesthetic experience shapes the phenomenon of medical treatment.

Instructor(s): William Nickell; Brian Callender; Elizabeth Murphy Terms Offered: Autumn

Prerequisite(s): for BIOS 29209: This course does not meet the requirements for the Biological Sciences major.

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year.

Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>

Equivalent Course(s): KNOW 29901, ANTH 24360, HIPS 28350, ARTV 20014, BIOS 29209

HLTH 29971. XCAP: The Experimental Capstone - What is an Intervention (for Mental Health)? 100 Units.

What does it mean for a practice to be understood as an intervention in the domain of mental health? Interventions in mental health can be carried out with tools ranging from chemicals and electrical impulses, to words, affects, and social relationships, to organizations. They can involve acting on a range of distinct targets -- from brains and bodies to psyches and emotional conflicts to housing and employment. This course will use a focus on mental health interventions to introduce students to a range of conceptual and practical issues surrounding mental health and illness, as well as to raise a set of broader questions about the relationships between knowledge formation, practice, ethics, and politics. The questions we will ask throughout the course will include: What does it mean for an intervention to be successful? How is effectiveness understood and measured? Are mental health interventions ethically-neutral or do they contain embedded within them assumptions about the normal, the pathological, and the good life? We will think through these questions vis-a-vis readings drawn from psychiatry, psychology, and the social sciences -- but more importantly, through weekly practical and experiential activities. Each week will focus on one kind of mental health intervention, and will involve a particular kind of practical learning activity.

Instructor(s): Michael Marcangelo and Eugene Raikhel Terms Offered: Spring

Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year.

Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit <https://sifk.uchicago.edu/courses/xcap/>

Equivalent Course(s): KNOW 29971, CHDV 20971



Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.

Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.