Course Change Request

Check Appropriate Boxes: Undergraduate credit □ Graduate credit X Professional credit □

1. School/Division: Medicine / Public Health
2. Academic Subject Code: PBHL
3. Current Course Number: P515
4. Current Credit Hours: 3
5. Current Title: History of Public Health
6. Effective Semester/Year for changes listed below: Fall 2009
7. Instructor: Jay

Type of Change Requested (Check appropriate boxes and indicate changes)

☐ 8. Change course number to: P632 (must be cleared with University Enrollment Services)
☐ 9. Current course title:
   Change to:
   Recommended abbreviation (optional)
   (Limited to 32 Characters including spaces)

☐ 10. Current credit hours fixed at: or variable from:
   Change to credit hours fixed at: or variable from:

☐ 11. Current lecture contact hours fixed at: or variable from:
   Change to lecture contact hours fixed at: or variable from:

☐ 12. Current non-lecture contact hours fixed at: or variable from:
   Change to non-lecture contact hours fixed at: or variable from:

☐ 13. Is this course currently graded with S-F (only) grades? Yes No
   Change to S-F (only) grading? Yes No

☐ 14. Does this course presently have variable title approval? Yes No
   Is variable title approval being requested? Yes No

☐ 15. Is this course being discontinued? For all campuses or for this campus only

☒ 16. Current course description: This course surveys the history of public health from antiquity to the early twenty-first century with the aim of providing students with an understanding of how history may inform present day challenges regarding the health of populations, including emerging infectious diseases; climate change; and dislocation from conflicts.
   Change course description to (not to exceed 50 words)

☐ 17. Justification for change: This is a 600 level year course.
   (Use additional paper if necessary)

☐ 18. Are the necessary reading materials currently available in the appropriate library?

☐ 19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Carole Kacius Date 3/11/09
Department Chairman/Division Director

Approved by: Date 
Dean

Date
Chancellor/Vice-President

Date
University Enrollment Services

Dean of Graduate School (When required) Date 3/18/09

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services: Blue; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
INDIANA UNIVERSITY SCHOOL OF MEDICINE
DEPARTMENT OF PUBLIC HEALTH
FALL, 2009

COURSE TITLE: History of Public Health
COURSE NUMBER: P515 – New P632; 3 credit hrs.
LOCATION: Department of Public Health; 714 N. Senate Ave., EF 225 Library
DAYS/TIME: Thursdays, 6:00-8:40PM

FACULTY:
Stephen J. Jay M.D.
Professor of Medicine and Public Health
IU School of Medicine, Department of Public Health
Phone: (317) 274 3126; direct (317) 274 3165
E-mail: sjay@iupui.edu
Office Hours: 3-5PM Mon or Wed or by appointment

COURSE DESCRIPTION
This course surveys the history of public health from antiquity (circa 5000 BC) to the early twenty-first century with the aim of providing students with an understanding of how history may inform present day challenges regarding the health of populations, including emerging infectious diseases; climate change; dislocation of populations from conflicts and natural disasters; malnutrition; and chronic diseases in aging populations.

Using a chronological, thematic, and story-based approach to history, students will learn of the origins, natural histories, and determinants of the structure and function of modern systems of public health in the United States; students will also become acquainted with several Hoosiers who have played major roles in shaping public health in the U.S. The course will explore the complex interactions of disease, science, social and cultural norms, moral/ethical values, economic and legal precepts, health professionals, institutions, and government in shaping the adoption and diffusion of public health systems.

The course will use a readings/discussion format with limited didactic teaching and an emphasis on active learning. Each week students will read 5-7 papers (or a total pp./wk ~ 75-100) and be prepared to discuss them. Important goals of the course are to stimulate interest in the history of the human condition and public health; to learn about methods of historical research; to promote critical thinking and the exploration of ideas that may conflict with existing beliefs, and to provide an historical context for students’ careers in public health.

MPH PROGRAM COMPETENCIES ADDRESSED IN THIS COURSE
This course provides an historical context for all MPH program competencies. The course is specifically relevant to the following competencies:

Perspectives: B. - Describe the public health system in relation to ethical, social, cultural, political, economic, historical and legal systems.
Perspectives: G. - Critique ethical, social, cultural, political, economic, historical and legal dimensions of policies and programs which affect the health of diverse populations.

COURSE LEARNING OBJECTIVES
Upon successful completion of this course the student will be able to:
1. Examine modern public health from an historical context and apply this information in evaluating contemporary public health issues.
2. Summarize major historical determinants of modern public health theories and practices.
3. Outline the historical social, scientific, economic, ethical and political context that has shaped the U.S. health care system
4. Use historical knowledge and resources to advance their education, research and practice in public health.

EVALUATION AND GRADING SCALE
Your final grade will be determined by:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance and class participation</td>
<td>40%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td>Essay</td>
<td>10%</td>
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</tbody>
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The in-class Mid-term Exam will be based on material covered to that point; the Final Exam will cover the entire course with emphasis on material covered since the Mid-Term Exam. The Mid-term Exam will be short answer format. Final Exam will be a take home, open book essay exam based on two topics selected from a list provided by the instructor the prior week. Students have a maximum of 5, typed, double-spaced, pages with 12 point font for each question. The Essay will have the same format, and students will select their topic from a list provided the prior week.

Students are expected to attend all classes, read all assignments for the week, and come prepared to discuss topics covered in the readings. Each student will submit at the start of each class a one-half page essay (using the instructions above) on one of the themes presented in that week’s reading assignment and one question regarding this theme that may be used in class discussion.

Grades from class participation, mid-term exam, final exam, and the essay will be averaged. The final grade will be assigned as follows:

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98%-100%</td>
<td>A+</td>
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<tr>
<td>92%-97%</td>
<td>A</td>
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<td>90% or 91%</td>
<td>A-</td>
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<tr>
<td>88% or 89%</td>
<td>B+</td>
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<tr>
<td>82%-87%</td>
<td>B</td>
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<tr>
<td>80% or 81%</td>
<td>B-</td>
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<tr>
<td>78% or 79%</td>
<td>C+</td>
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<tr>
<td>72%-77%</td>
<td>C</td>
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<tr>
<td>70% or 71%</td>
<td>C-</td>
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<tr>
<td>68% or 69%</td>
<td>D+</td>
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<tr>
<td>62%-67%</td>
<td>D</td>
</tr>
<tr>
<td>60% or 61%</td>
<td>D-</td>
</tr>
<tr>
<td>59% or less</td>
<td>F</td>
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GUIDELINES
Oncourse will be used for this course. It is a web-based environment for learning and collaboration. Oncourse provides a way for instructors and students to communicate and share
course lessons, resources, and tools and importantly to reduce paper wastage. You will receive instruction during the MPH orientation regarding access to and use of Oncourse. For additional information visit: General Information: http://registrar.iupui.edu/registration-guide/oncourse.htm; http://www.indiana.edu/~ittrain/oncourse/workshops_materials/ONSTU.pdf and more specific information: https://oncourse.iu.edu/portal/site/1gateway/page/1gateway-500

ATTENDANCE
Students are required to attend all classes on time. Unexcused absences and lateness will be reflected in students’ final grades.

STUDENTS WITH DISABILITIES
Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in CA 001E and you can reach the office staff by calling 274-3241.

STUDENT COURSE EVALUATION
The Department of Public Health evaluates all courses. Student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of respondents.

ACADEMIC INTEGRITY
Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Student Misconduct section of the IUPUI Code of Student Rights, http://live.iupui.edu/dos/code/htm. All students should read this policy.

Plagiarism is to steal and pass off as one’s own (the ideas or words of another): (Webster’s Third New International Dictionary, Unabridged.) Failure to acknowledge sources is plagiarism, regardless of intention. When in doubt, cite.

CLASS SCHEDULE SUMMARY

August 21  Week 1: Orientation
August 28  Week 2: Readings
September 4  Week 3: Readings
September 11  Week 4: Readings
September 18  Week 5: Readings
September 25  Week 6: Readings
October 2  Week 7: Readings: Short Essay due
October 9  Week 8: Readings
October 16  Week 9: Readings: Mid-Term Exam
October 23  Week 10: Readings
October 30  Week 11: Readings
November 6  Week 12: Readings
November 13  Week 13: Readings
November 20  Week 14: Readings
November 27  Week 15: NO CLASS
December 4   Week 16: Last Class: Readings; Final Exam handed out in class
December 11  Week 17: Final Exam due

REQUIRED OR SUGGESTED TEXT AND/OR READINGS

CLASS SCHEDULE and READINGS

Week 1: August 21: Topic: Course orientation, logistics; historiography

Week 2: August 28: 21st century challenges; structure/function of today’s public health system.

Questions:
1. What is public health?
2. What motivates individuals and societies to achieve health?
3. What are the pressing public health issues today?
4. What is the current structure and function of the U.S. public health system?
5. How must this system change to meet the challenges?

Readings:

Week 3: Sept 4: Antiquity to Greco-Roman world

Questions:
1. What motivated ancient people to establish public health systems?
2. In what areas of the ancient world is there evidence of state involvement in planning for health?
3. What is the significance of the Edwin Smith Surgical Papyrus (Old Kingdom: 3,000-2500 B.C.) in the development of science and public health?
4. How did the rise of agriculture promote infectious diseases in communities of ancient peoples?
5. Were physician practice standards and quality assessments considered by ancient governments?
6. How were the wealthy, the poor, and the military cared for in early health care systems?

Readings:


Week 4: Sept 11: Middle Ages- Enlightenment (500-1830 AD)

Questions:
1.

Readings:

Week 5: Sept 18: Sanitary Movement (1830-1875)

Questions:
1. What were the origins of the Sanitary Movement abroad and in the U.S.?

2. What distinguishing features of Lemuel Shattuck’s 1850 Report have led to its designation by many experts as the seminal document in the history of public health?

Readings:


Questions:
1. How did the Paris School contribute to clinical science in 18th century?
2. What role did tuberculosis play in shaping 18th & 19th century culture, arts, sciences and public health?

Readings:

Week 7: Oct 2: Origins of U.S. Public Health Service (Short Essay due)

Questions:
1. What prompted President Adams to sign "An Act for the Relief of sick and Disabled Seamen in 1798?
2. How were the Marine Hospitals financed?
3. What role did the yellow fever epidemics (e.g. New Orleans 1877) play in shifting quarantine control from states to the Public Health Service?
4. What factors led to changing the mission of the Marine Hospital Service into a national Public Health Service?
Readings:

   http://www.jstor.org/stable/1917393

   http://www.usphs.gov/aboutus/history.aspx


4. Office of the Public Health Historian:  

Week 8: Oct 9: Hospitals in Midwest and the Old Northwest Territory

Questions:

1. When and where were the first hospitals established in the world?  
2. What were the origins of hospitals in the Old Northwest Territory  
3. How were early hospitals organized, staffed and financed?  
4. What public health services were provided by these institutions?

Readings:


Week 9: Oct 16: Social Insurance & the social welfare states: Europe and America (Mid-Term Exam)

Questions:
1. To what extent is human disease linked to broader social, economic, cultural and political forces?
2. What was the origin of health insurance?
3. What factors have led to proposals for National health insurance in the U.S.?

Readings:

Week 10: Oct 23: Post WWII: Science, Education, Health Services

Questions:
1. What major forces promoted the post WWII “explosion” of biomedical research, health professions education and health services?
2. What factors led to the rise of health professionals in 18th and 19th century America?

Readings:


Questions:
1. How have Hoosiers contributed to the development of nation’s health research, teaching, health services, and public health systems?

Readings:
35: Typhoid Fever and Dysentery, pp. 141-144; Chapter 51: Hurty, the Eugenist, pp. 205—208; Chapter 56: President of American Public Health Association, pp. 225—228; Chapter 86: Development of the Bureau of Vital Statistics in Indiana, pp. 345-348.


Questions:

Readings:

Week 13: Nov 13: Human Made Epidemics: War; Tobacco

Questions:

1. How have wars affected public health through the ages?
2. What are the origins of the tobacco pandemic?
3. Are there similarities in factors that promote and sustain the human epidemics, whether armed conflicts or tobacco addiction?

Readings:

http://www.harvardir.org/articles/print.php?article=1326


4. Rice TB. The Hoosier Health Officer: A Biography of Dr. John N. Hurty and the History of the Indiana State Board of Health to

**Week 14: Nov 20:** Medicine and Public Health: Boundaries & Tensions

**Questions:**
1. What are the similarities and differences between the practice of medicine and public health?
2. How were tensions between medicine and public health reconciled in 19th and early 20th centuries?

**Readings:**
2. 

**Week 15: Nov 27:** NO CLASS

**Week 16: Dec 4:** History Informs 21st Century Public Health; FINAL CLASS; Final Exam handed out

**Questions:**
1. What lessons from history might speed development of public health policy in the 21st century?

**Readings:**

4.

Week 17: Dec 11: Final Exam due