

History of Medicine 509
The Development of Public Health in America
Fall, 2007-8

Judith W. Leavitt, Ph.D.

Rupple Bascom and Ruth Bleier WARF Professor of the History of Medicine
608 263-4560

jwleavit@wisc.edu

Office: 1419 Medical Sciences Center, 1300 University Avenue

Office hours: 1419 MSC: TR 2:30 pm – 3:30 pm and by appointment

Course Meets: Tuesday and Thursday 1:00-2:15 pm, 1010 MSC

This course surveys the history of public health in the United States from the colonial period to the late twentieth century, emphasizing many issues in the development of public responsibility for health that are relevant at the beginning of the 21st century. The course is run as a seminar/discussion, and the student requirements include regular and constructive class participation.

The course materials include many “primary” documents, writings from the period under discussion, so that students can come to appreciate and understand (but not necessarily to agree with) various historical points of view, with the ultimate goal of toleration of ambiguity and contradiction. The past was just as complex and interesting as the present, and in this course we aim to become familiar with some of the complexity of human experiences and work with the historical record on its own terms, even as we also seek to understand what we can learn from the past to help us to understand and explain the present. We sit today at the beginning of the twenty-first century, reading history to enrich ourselves culturally; at the same time we can use our knowledge to make our world in this new century a little bit better.

The seminar-discussion approach grows directly out of an appreciation of the benefits of *active learning*, in which the professor is a facilitator of learning rather than a dispenser of information and students actively pursue their education rather than passively receive knowledge. The general goals of a university education focus on critical thinking, being willing to explore ideas contrary to one's own beliefs, knowing when information or data are relevant to an issue and how to seek and find that information and apply it methodologically to the problem at hand. Class time will be a time to present new material, but even more, it will be used to provide experiences in learning what to do with new material and to clear up problems so that students can take responsibility for learning and solving problems rather than waiting for them to be solved by the instructor. Cooperative and group learning and exercises will be encouraged, with the assumption that everyone brings something valuable and unique to the class. Active discussion, expressing one's ideas and getting reactions from other students and the teacher, has been demonstrated to make a big difference in learning, retention, and use of knowledge. Verbalizing an idea can be one way of getting checks and extensions of it. Thus students will

be required to talk about their ideas openly, listen and respond to others' ideas, remain sensitive to the feelings of other class members, and take responsibility for moving class discussions forward.

Students are expected to familiarize themselves with the UW policies on plagiarism and to assume responsibility for honesty in all course work.

Course requirements:

Undergraduates:	Attendance/participation	20%
	Reading journals	15%
	Midterm examination	20%
	Research paper	25%
	Final cumulative examination	20%
Graduate students:	Reading journals	20%
	Research paper	60%
	Class/Seminar* participation	20%

*Graduate students must register for 709 and will meet briefly after the first class to set the time for the graduate student weekly seminar. We will establish graduate student requirements for 709 at the seminar.

Course reading:

509 Reader, 2007. The Reader is available on line through your MyUW.

The books have been ordered at the University Bookstore:

Judith W. Leavitt, *The Healthiest City: Milwaukee and the Politics of Health Reform* (UW Press, 1996)

Judith W. Leavitt and Ronald L. Numbers, eds. *Sickness and Health in America: Readings in the History of Medicine and Public Health*, Third Edition, revised (UW Press, 1997)

Eric Klinenberg, *Heat Wave: A Social Autopsy of a Disaster in Chicago* (University of Chicago Press, 2003)

HOM 509 Fall 2007 Class Schedule

September 4 Introduction and Expectations

September 6 Issues and Approaches in the history of public health

September 11 Chicago Heat Wave

September 13 NO CLASS

September 18 Chicago Heat Wave

September 20 Smallpox and the European Conquest of America

September 25 Smallpox Inoculation Controversy (**Reading Journal I**)

September 27 Smallpox Inoculation Controversy II

October 2 Yellow Fever in Philadelphia

October 4 Sanitary Reform – Water

October 9 Cholera/ NY Metropolitan Board of Health

October 11 Milwaukee and the Politics of Health Reform (**Reading Journal II**)

October 16 Milwaukee, CONTINUED

October 18 Milwaukee, CONTINUED

October 23 **MIDTERM EXAM** in class

October 25 Impact of Bacteriology

October 30 Smallpox and the Law

November 1 Public Health at the Borders (**Reading Journal III**)

November 6 Influenza 1918

November 8 Maternal and Child Health

November 13 Race, Gender, and Class in Public Health

November 15 Anti-Venereal Diseases Campaigns

November 20 Tuskegee Syphilis Study (**Reading Journal IV**)

November 22 Thanksgiving – NO CLASS

November 27 Tuskegee Syphilis Study II

November 29 Polio **RESEARCH PAPER DUE**

December 4 HIV/AIDS

December 6 Issues in late 20th Century Public Health

December 11 21st Century Public Health (**Reading Journal V**)

December 13 21st Century Public Health II

Final Exam: December 18, 2007, 10:05 AM

Course Readings and Discussion Questions:

September 6 Issues & Approaches

Readings:

1. John Schwartz, "Conflicting Accounts in TB Patient's Odyssey," NYT, June 2, 2007 **509 Reader**
2. Howard Markel, "Return of the White Plague," *Washington Post*, June 10, 2007, **509 Reader**
3. Alison Young, "Officials Violated Policy in TB Case," *Atlanta Journal-Constitution*, July 17, 2007 **509 Reader**
4. "Andrew Speaker's Statement," July 3, 2007 **509 Reader**
5. "Outbreaks Reveal Food Safety Net's Holes," *Washington Post*, 12/11/06 **509 Reader**
6. "Ohio Town's Water at Last Runs...." NYT, 2/17/04 **509 Reader**
7. Barron Lerner, "'Tough Love' Lessons..." NYT, 6/27/06, D5, **509 Reader**

Discussion Questions:

1. What is public health? What are some of its components?
2. Who is responsible for health? When is health the responsibility of individuals? Of private voluntary organizations? Of professional associations? Of government? Has responsibility changed over time?
3. Give some examples where ideas about public and private responsibility for health may conflict. Are there some areas that you believe are clearly private and some clearly public? When is health a private and when is it a public matter?
4. What is the government's proper role in health matters? Should different levels of government handle different sorts of public health?
5. What rights should individuals have if they endanger the health of others? How can we balance individual rights and public health? Relate those questions to the case of Andrew Speaker.
6. How does early 21st century terrorism impact on public health issues?

September 11-18 Heat Wave

Reading:

Eric Klinenberg, *Heat Wave: A Social Autopsy of Disaster in Chicago*, (University of Chicago Press) 2003. Read first half for Tuesday (pp. 1-128); whole book by the following Tuesday

Discussion Questions:

1. Was the Chicago heat wave of 1995 a public health issue? How and why?
2. What responsibility did the City have for housing? Social services? Health and welfare?
3. What role did the Health Department play? Other city agencies?
4. What role did the state and federal government play?
5. Discuss public health as a social issue.
6. What role did the Chicago media play?
7. Would things be different if another heat wave hit Chicago in the summer of 2004?

September 20 Colonial Epidemics: Smallpox and the European Conquest of America

Readings:

1. Andrew J. Blackbird, *History of the Ottawa and Chippewa Indians of Michigan* (Ypsilanti, Mich.: The Ypsilantian Job Printing Office, 1887), pp. 9-10, **509 Reader**
2. Alfred Crosby, "Virgin Soil Epidemics" **509 Reader**.
3. David S. Jones, "Virgin Soils Revisited," *William and Mary Quarterly*, 3rd series, Vol 60.4 (October 2003): 703-742.

Discussion Questions:

1. Did health and disease matter in the European conquest of America? How did it impact?
2. Explain the concepts of "virgin" populations and "virgin soil" epidemics.
3. How do Alfred Crosby and David Jones disagree? Which one is more convincing to you?
4. How did 17th and 18th Century religion explain the meaning of epidemics in indigenous populations? Were there definable national reactions?
5. What are the symptoms and effects of smallpox?
6. What options were available to try to prevent smallpox in the 17th and 18th century?

September 25 Smallpox and the Inoculation Controversy

Readings:

1. Documents from the Smallpox Hospital in Middletown, CT, 1758-9
2. Cotton Mather, *An Account of the Method and Success of Inoculating the Small-Pox, in Boston in New-England* (London: J. Pells, 1722), pp. 1-26, **509 Reader**
3. William Douglass, *Inoculation of the Small-Pox as Practiced in Boston, Consider'd in a Letter to A—S—M.D. & F.R.S. in London* (Boston: J. Franklin, 1722), pp. i– 20, **509 Reader**

Discussion Questions:

1. Tell the story of Smallpox in Middletown, CT, 1758-59 from the document provided.
2. What was variolation?
3. Describe and compare the points of view of Boylston and Douglass on the question of variolation. Where did Cotton Mather stand? Where would you stand?

September 27 Smallpox and the Inoculation Controversy – II

Readings:

1. John Blake, "The Inoculation Controversy in Boston 1721-1722," *New England Quarterly* 25 (1952): 489-506, **509 Reader**
2. Zabdiel Boylston, *An Historical Account of the Smallpox Inoculated in New England upon All Sorts of Persons* (London: S. Chaudler, 1726), pp. ii-v, 1-39, **509 Reader**
3. John Adams to Abigail Smith, April 26, 1764, **509 Reader**.

Discussion Questions:

1. Describe the role of religion in 18th Century public health. The role of the state? Which was a bigger player in determining events?
2. Where would you have stood on the question of variolation if you had lived in Boston in 1721?
3. What issues would have been most important to you? Why?
4. Why did John Adams get inoculated and Abigail Smith did not?
5. Why was inoculation banned in between epidemics?
6. Were quarantines effective?

October 2 Yellow Fever in Philadelphia

Readings:

1. Matthew Carey, *A Short Account of the Malignant Fever Lately Prevalent in Philadelphia* (Philadelphia: printed by the author, 1794), Selections, **509 Reader**
2. Absalom Jones and Richard Allen, *A Narrative of the Proceedings of the Colored People, During the late, awful calamity in Philadelphia in the year 1793*, pp. 48-65, **509 Reader**
3. "At a Meeting of the Inhabitants of the Borough of Lancaster, held at Lancaster . . . September 19, 1793 . . ." **509 Reader**.
4. Michal McMahon, "Beyond Therapeutics: Technology and the Question of Public Health in Late-18th Century Philadelphia," in *A Melancholy Scene of Devastation: The Public Response to the 1793 Philadelphia Yellow Fever Epidemic* (Science History Publications, 1997), pp. 97-117, **509 Reader**.

Discussion Questions:

1. Describe and compare the various narratives of the 1793 yellow fever epidemic in Philadelphia. What are the major points of difference between them? Who are the heroes, the victims, and the villains in each point of view?
2. What role did Benjamin Rush play in the epidemic?
3. If you had lived in Philadelphia during the epidemic, what would you have thought of Rush? Of the city government? Of the volunteer helpers, black and white? What factors would determine your position? If you had lived in a community outside Philadelphia, would your position be different? How and why?
4. The 1793 yellow fever epidemic in Philadelphia has become a classic epidemic for historians. Can you understand why that might be? What is it about this epidemic that seems particularly meaningful?
5. Explain some of the differences evident among historians about the events in Philadelphia in 1793 and their meaning. Why do the historians disagree with one another?
6. Do you see any parallels between Philadelphia's responses to the yellow fever crisis and Chicago's responses to the 1995 heat wave?

October 4 Sanitary Reform - Water

Readings:

1. Nelson Blake, "The Great Croton Project," in his *Water for the Cities* (Syracuse University Press, 1956), pp. 121-143, **509 Reader**
2. Louis Cain, "Raising and Watering a City: Ellis Sylvester Chesbrough and Chicago's First Sanitary System," **S&H**, pp. 531-542.
3. Philip Hone, Excerpts from *The Diary of Philip Hone*, 1841-42, **509 Reader**.

Discussion Questions:

1. What was the Croton Aqueduct? Why was it important? What was its connection to public health?
2. Describe Philip Hone's response to Croton water and explain why the city had such a gala celebration when the aqueduct opened.
3. Why did Chicago raise the city? Why were 19th century urbanites willing to spend their tax revenues on such huge and expensive public health sanitation projects?

October 9 Cholera and the Metropolitan Board of Health

Readings:

1. John Griscom, Excerpts from *The Sanitary Condition of the Laboring Population of New York* (NY: Harper & Brothers, 1845), pp. 1-9, 46-47, **509 Reader**
2. Gert Brieger, "Sanitary Reform in New York City: Stephen Smith and the Passage of the Metropolitan Health Bill," **S&H**, pp. 437-451.
3. Stephen Smith, "War and Hygiene," *American Medical Times* (1863), pp. 89-90, **509 Reader**
4. Council of the Citizens' Association of New York, Excerpts from *Report of the Council of Hygiene and Public Health upon the Sanitary Condition of the City* (NY: D. Appleton and Company, 1865), pp. 43-44, 49, 52, 64-65, **509 Reader**
5. John Duffy, "Social Impact of Disease in the Late 19th Century," **S&H**, pp. 418-425.

Discussion Questions:

1. Why was sanitation a public health issue? Was it also a medical issue? Where did religion fit? Explain.
2. If you lived in New York City in the 1840s or in Chicago in the 1850s, where would you have stood on the issue of public spending for public health projects? Explain and defend your position.
3. Is sanitation still a public health issue at the beginning of the 21st century?
4. How did cholera influence public health?
5. Can you identify the effects of the 1790s responses to yellow fever in the activities surrounding cholera?
6. What was the social impact of disease according to Duffy? What role did epidemics play in the development of public health?
7. What is the significance of the NY Metropolitan Board of Health?

October 11 Milwaukee and the Politics of Health Reform

Readings:

1. Judith W. Leavitt, *The Healthiest City*, pp. 3-75

Discussion Questions:

1. Describe the people and positions involved in public health reform work in Milwaukee. What were the major health problems they were addressing? How effective were they over time?
2. Of garbage, epidemics, and food and drink, which would you give the most importance in 1) significance of public health problem and 2) bringing about public health change in Milwaukee.
3. Why was the 1894 smallpox epidemic so disruptive? If you had lived in Milwaukee at the time of the smallpox riots, would you have participated in them? Would you have wanted Walter Kempster to be impeached? Explain your position.
4. Compare the Milwaukee 1894 smallpox epidemic and the Philadelphia 1793 yellow fever epidemic. Does Milwaukee's experience represent a century of progress in dealing with epidemic disease?
5. Compare Walter Kempster and Wilbur Phillips as public health activists.

October 16 Milwaukee, continued

Readings:

1. *The Healthiest City*, pp. 76-189

October 18 Milwaukee, continued

Readings:

1. *The Healthiest City*, pp. 190-264

October 23 Mid-term Examination in Class

October 25 Impact of Bacteriology

Readings:

1. Elmer Borland, "Municipal Regulation of the Spitting Habit," *JAMA* 35 (1900), pp. 999-1001, **509 Reader**
2. Charles Chapin, "Dirt, Disease and the Health Officer," *Public Health: Papers and Reports Presented at the Annual Meeting of the American Public Health Association* (1903), pp. 290-299, and his "Justifiable Measures for the Prevention and Spread of Infectious Diseases," *New Jersey State Board of Health Circular* 119 (July, 1907), pp 5-11, **509 Reader**
3. John Hunter, "Tuberculosis in the Negro: Causes and Treatment," *Colorado Medical Journal* 7 (1905), pp. 250-257, **509 Reader**
4. L.C. Allen, "The Negro Health Problem," *AJPH* n.s. 5 (1915), pp. 194-203, **509 Reader**
5. Nancy Tomes, "The Private Side of Public Health: Sanitary Science, Domestic Hygiene, and the Germ Theory, 1870-1900," **S&H**, pp. 506-527.
6. Judith W. Leavitt, "'Typhoid Mary' Strikes Back: Bacteriological Theory and Practice in Early 20th Century Public Health," **S&H**, pp. 555-572.]
7. Gretchen Condran et al, "The Decline in Mortality in Philadelphia from 1870 to 1930: The Role of Municipal Services," **S&H**, pp. 452-466

Discussion Questions:

1. What was the germ theory? How and why did it change public health? Who believed in it and when?
2. How did Waring and other sanitarians continue to be relevant after bacteria were discovered?
3. What did Chapin think the role of bacteriology in a health department was?
4. How did racial prejudice affect public health practices in the bacteriological era?
5. What is the "domestic" or private side of public health?
6. Who is responsible for individual health? The public's health? Did ideas about this change with germ theory?

October 30 Smallpox and the Law

Readings:

1. *Jacobson v. Massachusetts*, (1905) as reprinted in James A. Tobey, *Public Health Law* (NY: Commonwealth Fund, 1947), pp. 359-375, **509 Reader**.

2. Judith W. Leavitt, "Be Safe. Be Sure': New York City's Experience with Epidemic Smallpox," S&H, pp. 407-417.

Discussion Questions:

1. What is smallpox vaccination? How does it differ from variolation? Why was it resisted in the 19th century?
2. Who were the anti-vaccinationists?
3. What was the 19th century urban experience with smallpox in the United States?
4. Did the *Jacobson v. Massachusetts* decision of the US Supreme Court change anything? What are the rights of a dissenting minority against those of the public? How much can the state infringe on the rights of individuals in order to protect the health of the majority?
5. Would you have accepted or resisted vaccination if you lived in New York City in the 19th century? Explain your position.

November 1 Public Health at the Borders

Readings:

1. Edith Abbott, ed., *Immigration: Select Documents* (1924), pp. 299-303 and 311-12, Case 2: Joseph and Rachel Rosenbaum; Case 3: Karolina Klimek; Case 7: Katerina Kocise, 509 Reader.
2. Terence Powderly, "Immigration's Menace to National Health," *North American Review* (1902): 53-60, 509 Reader.
3. Howard Markel, "The Eyes Have it," Trachoma, the Perception of Disease, the USPH, and the American Jewish Immigration Experience, 1897-1924," *BHM* 74 (2000): 525-560, 509 Reader
4. Guenter Risse, "The Politics of Fear: Bubonic Plague in San Francisco, 1900," in *New Countries and Old Medicine* ed. Linda Bryder and Derek A. Dow (Auckland, New Zealand: Pyramid Press, 1995), pp. 1-17, 509 Reader
5. Howard Markel and Alexandra Minna Stern, "The Foreignness of Germs: The Persistent Association of Immigrants and Disease in American Society," *Milbank Quarterly*, vol 80, no 4 (2000): 757-788 509 Reader

Discussion Questions:

1. Was immigration a factor in disease incidence? Explain.
2. How and why did state and local governments attempt to protect the public from imported diseases? What were the effects of the policies on the immigrants themselves?
3. What role did physicians and health officials play in immigration health policies?
4. What role do you think the government should play in restricting immigration in the name of public health protection?
5. Discuss the examples of trachoma and plague and the role of prejudice and discrimination.

November 6 Influenza 1918

Readings:

1. Steven Burg, "Wisconsin and the Great Spanish Flu Epidemic of 1918," *WI Magazine of History*, Fall, 2000, pp. 36-56, 509 Reader.
2. Alfred Crosby, "Influenza: In the Grip of the Grippe," in *Plague, Pox & Pestilence: Disease in History* ed. Kenneth F. Kiple (Weidenfield & Nicolson, 1997): 148-153, 509 Reader

3. Richard Hatchett, "Public Health Interventions and Epidemic Intensity during the 1918 Influenza Pandemic," *Proceedings of the National Association of Science*, 2007 **509 Reader**
4. "How Milwaukee Organized its Fight Against the 'Flu,'" *WMJm* vol 17 (1918-19), pp. 250-252 **509 Reader**

Discussion Questions:

1. How did Wisconsin experience the 1918 influenza epidemic?
2. How did the 1918 Influenza epidemic affect the response to swine flu in 1976?
3. How did cities' responses to the epidemic affect incidence of disease?
4. Remembering Milwaukee's response to the 1918 influenza outbreak, and considering Burg's discussion of WI in 1918, what would you say had changed in medicine, public health, and public attitudes about influenza by 1976? Today?
5. Do you agree with CDC head David Sencer, "if we believe in preventive medicine we have no choice" but to vaccinate? Discuss the pros and cons in this debate.

November 8 Maternal and Child Health

Readings:

1. Emma Duke, "Infant Mortality: Results of a Field Study in Johnstown, PA," US Children's Bureau Publication no. 9 (Washington DC, 1915), pp. 11-15, 32-35, 53-54, **509 Reader**.
2. Grace Meigs, "Maternal Mortality from All Conditions Connected with Childbirth in the US" US Children's Bureau Publication no. 19 (Washington DC, 1917), pp. 7-8, 24-27, **509 Reader**.
3. J.H. Mason Knox, "Morbidity and Mortality in the Negro Infant," *Transactions of the American Pediatric Society* 36 (1924): 46-51, **509 Reader**.
4. Molly Ladd-Taylor, "'We Mothers are so Glad the Day has Come': Mothers' Work and the Sheppard-Towner Act," in her *Mother Work: Women, Child Welfare, and the State, 1890-1930* (1994), pp. 167-96, **509 Reader**.
5. Selected Letters to the Children's Bureau, 1916-1926, **509 Reader**
6. Erik Eckholm, 'In Turnabout, Infant Deaths Climb in South,' *NYT*, 4/22/07 **509 Reader**

Discussion Questions:

1. What were the health problems affecting women and children at the turn of the 20th century?
2. What was the Sheppard-Towner Act? Who supported it? Who did not?
3. If you were a member of the U.S. Congress, would you have supported Sheppard-Towner or any of its predecessors? Explain your position. Would it be different if you were a male physician? A woman physician? How and why?
4. What happened with the federal money at the state level?
5. Why did the federal government discontinue federal expenditures on maternal and child health?
6. Why is rising infant mortality still an issue in 2007?

November 13 Race, Class and Gender in Public Health

Readings:

1. Susan Smith, "White Nurses, Black Midwives, and Public Health in Mississippi, 1920-1950," *Nursing History Review* 2 (1994): 29-49, **509 Reader**
2. Judith W. Leavitt, "Gendered Expectations: Women and Early 20th Century Public Health," in *U.S. History as Women's History: New Feminist Essays*, ed. Linda Kerber et al (Chapel Hill: UNC Press, 1995): 147-169, **509 Reader**

3. David Rosner and Gerald Markowitz, "The Early Movement for Occupational Safety and Health, 1900-1917," S&H, pp. 467-481

Discussion Questions:

1. How did race, class, and gender impact on public health in Mississippi?
2. Who were the most important health workers according to Susan Smith?
3. What is a healthy carrier? Tell Mary Mallon's story, and Jenny Barmore's story, identifying the important public health issues.
4. How does gender matter in public health?
5. What do healthy carriers teach us about the practice of public health in the bacteriological era?
6. How did workers' health fare at the turn of the 20th century and how was socioeconomic class a public health issue?
7. Compare the coalition of interest groups represented in the occupational health movement with the health reform movement in general.

November 15 Anti-Venereal Disease Campaigns

Readings:

1. Paul De Kruif and Thomas Parran, "We Can End This Sorrow," *Ladies' Home Journal* (August 1937), pp. 23, 88-90, 509 Reader
2. Susan Lederer and John Parascandola, "Screening Syphilis: Dr. Erlich's Magic Bullet meets the Public Health Service," *Journal of the History of Medicine and Allied Sciences* 53 (1998): 345-370, 509 Reader
3. Allan Brandt, "Shadow on the Land": Thomas Parran and the New Deal," from his *No Magic Bullet* (Oxford University Press, 1987), pp. 122-160, 509 Reader

Discussion Questions:

1. What separated venereal diseases from other epidemics in public health thinking?
2. Why were sexually transmitted diseases more difficult to control? What were the two opposing sides in the debates?
3. How did the movies portray the story?
4. How important was Thomas Parran to the history of the control of sexually transmitted diseases?
5. Discuss the phrase "public health is purchasable."

November 20-27 Tuskegee Syphilis Study

Readings:

1. R.A. Vonderlehr et al, "Untreated Syphilis in the Male Negro," *Venereal Disease Information* 17 (1936), pp. 260-265, 509 Reader
2. Austin Deibert, Letter to Raymond Vonderlehr (CDC File, 1939) 509 Reader
3. Donald Rockwell et al, "The Tuskegee Study of Untreated Syphilis," *Archives of Internal Medicine* 114 (1964), pp. 792-798, 509 Reader
4. Irwin Schatz, Letter to Donald Rockwell (CDC File, 1965) 509 Reader
5. Allan Brandt, "Racism and Research: The Case of the Tuskegee Syphilis Study," S&H, pp. 392-404.
6. Vanessa Northington Gamble, "A Legacy of Distrust: African Americans and Medical Research," *American Journal of Preventive Medicine* 9 (1993), pp 35-38, 509 Reader.

7. Susan Lederer, "Tuskegee Syphilis Study in the Context of American Medical Research," in *Tuskegee's Truths: Rethinking the Tuskegee Syphilis Study*, ed. Susan Reverby (Durham: University of North Carolina Press, 2000), pp. 266-275 **509 Reader**
8. Susan Reverby, "Cultural Memory and the Tuskegee Syphilis Study," *Hastings Center Report*, September 2001, pp 22-28 **509 Reader**

Discussion Questions:

1. What was the Tuskegee Syphilis Study? How and why did it begin? Why did it continue for forty years?
2. What has been the legacy of the Tuskegee Study?
3. What role does research play in public health work?
4. Does historical evidence suggest to you that public health has been unequally distributed in the United States? Explain.

November 22 No Class - Thanksgiving

November 29 Polio

RESEARCH TERM PAPER DUE IN CLASS

Readings:

1. Naomi Rogers, "Dirt, Flies, and Immigrants: Explaining the Epidemiology of Poliomyelitis, 1900-1916," **S&H**, pp. 543-554.
2. NFIP, "Polio Pointers for Parents," (Public Relations Department of the NFIP, 1954) **509 Reader**
3. Allan Brandt, "Polio, Politics, Publicity and Duplicity: Ethical Aspects in the Development of the Salk Vaccine," *International Journal of Health Services* 8 (1978): 257-270, **509 Reader**
4. Naomi Rogers, "Race and the Politics of Polio: Warm Springs, Tuskegee, and the March of Dimes," *AJPH*, vol 97 (May 2007):784-795 **509 Reader**

Discussion Questions:

1. Why is polio described as the disease of cleanliness?
2. Would you have allowed your child to participate in the polio vaccine trials? Why?
3. What are the differences between the Salk and the Sabin vaccine? Why was the Salk vaccine used first in the United States?
4. How did race influence responses to polio?
5. Update the polio situation today.

December 4 HIV/AIDS

Readings:

1. C. Everett Koop, "The Early Days of AIDS as I Remember Them" in *AIDS and the Public Debate* ed. Caroline Hannaway et al (Washington: IOS Press, 1995), pp. 9-18, **509 Reader**
2. Judith W. Leavitt, "Some historical and policy issues for discussion," **509 Reader**
3. Allan Brandt, "AIDS in Historical Perspective: Four Lessons from the History of Sexually Transmitted Diseases," **S&H**, pp. 426-434.

4. Amy Fairchild and Ronald Bayer, "Uses and Abuses of Tuskegee," *Science*, 284(May 7, 1999): 919-921, **509 Reader**

Discussion Questions:

1. What have we learned about epidemics historically that help us think about HIV/AIDS?
2. Do you agree with Brandt that connections can be made between venereal diseases historically and the HIV/AIDS epidemic today? Explain.
3. How and why was it that women were not part of the early attack on AIDS?
4. What was Koop's explanation for how AIDS came to capture his and the nation's attention?
5. What roles should the government play in responding to epidemics today? Does it differ, in your mind, with historical examples? How and why?
6. What do you think are the connections between the Tuskegee episode and HIV/AIDS?

December 6 Issues in late 20th Century Public Health

Readings:

1. Allan Brandt, "The Cigarette, Risk, and American Culture," **S&H**, pp. 494-528
2. Jessica Kowal and Margaret Ramirez, "Targeting West Nile," *Newsday* May 30, 2002, **509 Reader**
3. Margaret Ramirez, "On Guard Against Infection: Immigrant TB potential on Rise," *Newsday*, May 26, 2002, **509 Reader**
4. Chandler Burr, "The AIDS Exception: Privacy vs. Public Health" *Atlantic Monthly*, June 1997, **509 Reader**

Discussion Questions:

1. In what ways does the cigarette constitute a public health risk?
2. How do West Nile Virus, Multi-drug resistant TB, and industrial pollution rate as public health problems? What others can you think of that are equally problematic?
3. How do you think we should balance the public's right to health protection and the individual's civil rights?
4. Do you agree with Burr's argument about AIDS exceptionalism?

December 11 21st Century Public Health Issues

Readings:

1. Ruth Rosen, Editorial on Obesity (*San Francisco Chronicle*, May 26, 2002) **509 Reader**
2. John Lucas, "Alcohol Data shows little change," *Wisconsin Week*, March 25, 2002, **509 Reader**
3. Lawrence K. Altman, "Spread of Polio..." *New York Times*, June 23, 2004, p. A8, **509 Reader**
4. JWL and LAL, "After SARS: Fear and Its Uses," *Dissent*, Fall, 2003, pp. 54-58, **509 Reader**

Discussion Questions:

1. What are our current public health dilemmas? How do we know which are most important? Does our study of history help with this?
2. What role should the federal government play in resolving public health issues?
3. Who has responsibility for health today?

December 13 21st Century Public Health Issues – II
Readings:

1. D.A. Henderson, "Bioterrorism as a Public Health Threat," *Emerging Infectious Diseases* 4.3 (July-September 1998), **509 Reader**

Discussion Questions:

1. How does the "War on Terror" create new public health issues? How does history help us to think about them?
2. What other issues are evident? I.e., mandatory evacuations, quarantines...

December 18 10:05 AM FINAL EXAM

Course Requirements explained

Attendance/class participation 20%

20% of the course grade is class attendance and participation. The following are included in the grade: 1) attendance; 2) reading of assigned material and cogent participation in class discussions and on the class listserv; 3) pop quizzes on the assigned readings; 4) participation in the "public health in the news" part of the class. Every Tuesday we will start class with a discussion of news articles related to public health topics. Students are required to bring news articles every Tuesday, discuss them, and turn them in.

Reading Journals 15%

Five times during the semester, you are required to hand in a paper about something you are thinking about related to public health history using the course readings as a jumping off point. These are short papers – 2-3 double-spaced typed pages. The papers should be clear about the topic, show engagement with the material, and demonstrate thoughtfulness. Make a reasonable effort to really get into your subject; one paragraph is not acceptable. I'm interested in learning about what you are getting out of the readings. I'd like to know if something in the readings or our class discussions make you think of something in the news, or in your life. Here are some sample questions to consider:

- Did you like the reading(s)? Why or why not?
- How did the author(s) use evidence? What kinds of sources did they use?
- How do the readings connect to each other or to other readings from the course?
- How do the readings connect to issues we have been discussing in class?
- Did you agree or disagree with the argument presented in the reading(s)? Why?
- Did the reading(s) make you think of a current event? How so? What are the differences and similarities between the historic and the current events?
- Can you relate the reading to issues outside the US context?

You must hand in readings on the day we are discussing them, i.e., before we discuss them together. You must spread the five journals out over the semester, using the following dates as benchmarks (you can hand in a journal entry before or on the following dates): September 25, October 11, November 1, November 20, December 11.

Research Paper

Students will write one short research paper in the class. The papers may be on any topic related to the course. In the paper, you should lay out the themes and importance of the research paper and focus your primary research on **one very specific example or event** that has larger significance and connects to themes in public health history. You must use primary sources – such as newspaper articles, public health department publications, diaries or letters, public health journals from the time period of your specific example – to help you describe and interpret the meaning of the particular example. Be sure to explore the **larger public health issue(s) and responses** your specific example represents and to set it into the context of its particular historic moment. You must also consult secondary sources about your topic and indicate how you expand or change the argument of the historical works.

You must provide appropriate documentation for your sources throughout. Remember that even if you discuss another author's ideas in your own words, you must still provide the citation. This gives credit to the person from whom you got the idea. Be sure to use quotation marks for direct quotes along with full citations. A good paper requires that you present a thesis and argument and use evidence directly from your primary sources to support your argument. If you have any questions about this assignment that are not answered in class, please consult the instructor (see office hours above).

It is **required** that you consult the instructor **EARLY** about your choice of topic. It is extremely important that the topic of the paper be narrow and specific, centered on a specific historical event such as one epidemic outbreak, one sanitary crisis, one particular legal case, or one specific public health institution. It would be a good idea, also, to limit your choice by geography (one city, for example) and historical time period (one month or one year). You will want to study the course syllabus, discussion questions, and readings ahead of where we are reading to get some ideas. Remember, too, to be sure there are primary materials available IN MADISON for your work. Thus, you might want to focus on a Wisconsin topic, or limit yourself to areas in which our library's collection is strong (there are many).

The paper should be approximately 10-15 double-spaced typed pages and contain footnotes and a bibliography of all the sources you consulted. Please come to office hours or make an appointment to discuss the paper as many times as you wish during the semester.

Midterm examination 20%

There will be an in-class mid-term examination on October 23, covering all the material to that date in the syllabus and in class. Students can expect one part of the exam to be short answer and one part to be a long essay. The discussion questions in each section of the syllabus can give an idea of the kind of essay questions that might be found on an examination.

Final cumulative examination 20%

There will be a final blue-book examination on December 18 at 10:05 AM. The room will be announced in class. The exam will be similar in form to the mid-term and will cover all of the course subjects and material.