

History of Medicine 509
The Development of Public Health in America
Fall, 2004

Not to be included
w/reader - for
your use

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Office hours: 1419 MSC: TR 11:00 am – noon; 2:30 pm – 3:30 pm and by appointment

Course Meets: Tuesday and Thursday 1:00-2:15 pm, 5275 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 turn of the 21st century. The course is run as a seminar/discussion, and part of 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/class participation	20%
	Introductory short paper	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 will meet briefly after the first class to make arrangements for graduate student requirements.

Course reading:

509 Reader, 2004

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)

Graduate Students will choose from the following additional readings:

- Judith W. Leavitt, *Typhoid Mary: Captive to the Public's Health*
 Barbara Bates, *Bargaining for Life: A Social History of Tuberculosis*
 Alfred Crosby, *Epidemic and Peace: 1918*
 Georgina Feldberg, *Disease and Class: Tuberculosis and the Shaping of Modern North American Society*
 Naomi Rogers, *Dirt and Disease: Polio before FDR*
 Sheila Rothman, *Living in the Shadow of Death: Tuberculosis and the Social Experience of Illness in American History*
 John Blake, *Public Health in the Town of Boston, 1630-1882*
 James Cassedy, *Charles V. Chapin and the Public Health Movement*
 John Duffy, *Epidemics in Colonial America*
 John Ettling, *The Germ of Laziness: Rockefeller Philanthropy and Public Health in the New South*
 Elizabeth Fee, *Disease and Discovery: A History of the Johns Hopkins School of Hygiene and Public Health, 1916-1939*
 David Rosner and Gerald Markowitz, *Deadly Dust: Silicosis and the Politics of Occupational Disease in 20th Century America*
 Nancy Tomes, *The Gospel of Germs: Men, Women, and the Microbe in American Life, 1870-1930*
 James Jones, *Bad Blood: The Tuskegee Syphilis Study Experiment*
 Alan Kraut, *Silent Travelers: Germs, Genes and the "Immigrant Menace"*
 Howard Markel, *Quarantine!* (Johns Hopkins University Press, 1999)
 Howard Markel, *Germs* (2004)
 David McBride, *From TB to AIDS: Epidemics Among Urban Blacks since 1900*
 Susan Resnik, *Blood Saga: Hemophilia, AIDS, and the Survival of a Community*
 Paul Farmer, *Infections and Inequalities: The Modern Plagues*
 J. Worth Estes and Billy G. Smith, eds, *A Melancholy Scene of Devastation: The Public Response to the 1793 Philadelphia Yellow Fever Epidemic*
 Robert Boyd, *The Coming of the Spirit of Pestilence* (1999)
 Susan Smith, *Sick and Tired of Being Sick and Tired: Black Women's Health Activism in America, 1890-1950* (1995)

HOM 509 Fall 2004 Class Schedule

September 2 Introduction and Expectations

September 7 Issues and Approaches in the history of public health

September 9 Chicago Heat Wave

September 14 Chicago Heat Wave

September 16 Class meets with Medical History Librarian, Micaela Sullivan-Fowler

September 21 Smallpox and the European Conquest of America

September 23 Smallpox Inoculation Controversy

September 28 Yellow Fever in Philadelphia

September 30 Sanitary Reform – Water

October 5 Cholera/ NY Metropolitan Board of Health **INTRODUCTORY PAPER DUE**

October 7 Milwaukee and the Politics of Health Reform

October 12 Milwaukee, CONTINUED

WATCH NOVA

October 14 Milwaukee, CONTINUED

October 19 Exam Review

October 21 **MIDTERM EXAM** in class

October 26 Impact of Bacteriology

October 28 Smallpox and the Law

November 2 Public Health at the Borders

VOTE TODAY!!

November 4 Influenza 1918 (Swine Flu 1976)

November 9 Maternal and Child Health

November 11 Race, Gender, and Class in Public Health

November 16 Anti-Venereal Diseases Campaigns

November 18 Tuskegee Syphilis Study

November 23 Video – Tuskegee (also TB?)

November 25 Thanksgiving – NO CLASS

November 30 Polio

FINAL RESEARCH PAPER DUE

December 2 HIV/AIDS

December 7 Issues in late 20th Century Public Health

December 9 21st Century Public health

December 14 Final Exam Review

Final Exam: December 22, 2004, 2:45-4:45 PM

Course Readings and Discussion Questions:

September 7 Issues & Approaches

Readings:

1. Richard Preston, "The Demon in the Freezer," *New Yorker*, 7/12/99, **509 Reader**.
2. Robert Cribb and Prithi Yelaja, "TB Patient Guarded, Shackled," *Toronto Star*, May 5, 2002, **509 Reader**.
3. Racism and water article, NYT, 2004 **509 Reader**
4. JWL and LAL, "After SARS: Fear and Its Uses," *Dissent* Fall, 2003, pp. 54-58, **509 Reader**
5. Gautam Naik, "Polio Cases Roil Debate on Ending Vaccine Program," *Wall Street Journal*, April 16, 2002, pp. 1,14, **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 should the US do with the smallpox virus in the CDC freezer?
6. What rights should individuals have if they endanger the health of others? How can we balance individual rights and public health?
7. How does early 21st century terrorism impact on public health issues?

September 9-14 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 Thursday

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 16 Class meets with Micaela Sullivan-Fowler, Medical Librarian

September 21 Colonial Epidemics: Smallpox and the European Conquest of America

Readings:

1. Andrew Blackbird of the Ottawa Nation Records a Story from Indian Oral Tradition ... **509 Reader**
2. Colin Calloway, "Indians, Europeans, and the New World of Disease and Healing," (1997) **509 Reader**
3. Alfred Crosby, "Virgin Soil Epidemics" **509 Reader**.
4. Elizabeth Fenn, "Variola," from her book, *Pox Americana*, 2001, pp. 13-31 **509 Reader**

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 did 17th and 18th Century religion explain the meaning of epidemics in indigenous populations? Were there definable national reactions?
4. What are the symptoms and effects of smallpox?
5. What options were available to try to prevent smallpox in the 17th and 18th century?

September 23

Smallpox and the Inoculation Controversy

Readings:

1. Cotton Mather, "on Smallpox Inoculation, 1722," **509 Reader**
2. William Douglass, Inoculation of the Small Pox ..., **509 Reader**
3. Zabdiel Boylston, *An Historical Account of the Smallpox Inoculated in New England* (1730), **509 Reader**
4. John Adams to Abigail Smith, April 26, 1763, **509 Reader**.
5. Documents from the Smallpox Hospital in Middletown, CT, 1758-9
6. Elizabeth Fenn, "Variola," from her book, *Pox Americana*, 2001, pp. 31-43, **509 Reader**

Discussion Questions:

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

September 28

Yellow Fever in Philadelphia

Readings:

1. Matthew Carey, 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," 1997, **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?

September 30 Sanitary Reform - Water

Readings:

1. Nelson Blake, excerpt from *Water for Cities*, 1956, **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 his Diary, 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 5 Cholera and the Metropolitan Board of Health

Readings:

1. John Griscom, Excerpts from *The Sanitary Condition of the Laboring Population of New York* (1845) **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) **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 (1865) **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 7

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 12

Milwaukee, continued

Readings:

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

October 14

Milwaukee, continued

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

October 19 **Exam Review in class**

October 21 **Mid-term Examination in Class**

October 26 **Impact of Bacteriology**

Readings:

1. Elmer Borland, "Municipal Regulation of the Spitting Habit," JAMA (1900), 509 Reader
2. Charles Chapin, "Dirt, Disease, and the Health Officer," (1903) and his "Justifiable Measures for the Prevention and Spread of Infectious Diseases," (1907) 509 Reader
3. John Hunter, "Tuberculosis in the Negro: Causes and Treatment," (1905) 509 Reader
4. L.C. Allen, "The Negro Health Problem," AJPH (1915) 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.]

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 28 **Smallpox and the Law**

Readings:

1. Judith W. Leavitt, "'Be Safe. Be Sure': New York City's Experience with Epidemic Smallpox," S&H, pp. 407-417.
2. *Jacobson v. Massachusetts* (1905), 509 Reader.

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 2 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, "Bubonic Plague, Bacteriology, and Anti-Asian Racism in San Francisco, 1900," **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 4 Influenza 1918 (Swine Flu, 1976)

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," **509 Reader**
3. Gina Kolata, "Swine Flu" **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. 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?
4. 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 7 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 (1915), **509 Reader**.
2. Grace Meigs, "Maternal Mortality from All Conditions Connected with Childbirth in the US" US Children's Bureau Publication no. 19 (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, **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?

November 12 Race, Class and Gender in Public Health

Readings:

1. Susan Smith, "White Nurses, Black Midwives, and Public Health in Mississippi, 1920-1950," **509 Reader**
2. Judith W. Leavitt, "Gendered Expectations: Women and Early 20th Century Public Health," **509 Reader**

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?

November 16 Anti-Venereal Disease Campaigns

Readings:

1. Paul De Kruif and Thomas Parran, "We Can End This Sorrow," (1937) **509 Reader**
2. Susan Lederer and John Parascandola, "Screening Syphilis: Hollywood, the Public Health Service, and the Fight Against Venereal Disease," **509 Reader**
3. Allan Brandt, "Shadow on the Land": Thomas Parran and the New Deal," **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 purchaseable."

November 18-23

Tuskegee Syphilis Study

Readings:

1. R.A. Vonderlehr et al, "Untreated Syphilis in the Male Negro," (1936) **509 Reader**
2. Austin Deibert, Letter to Raymond Vonderlehr (1939) **509 Reader**
3. Donald Rockwell et al, "The Tuskegee Study of Untreated Syphilis," (1964) **509 Reader**
4. Irwin Schatz, Letter to Donald Rockwell (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: Racism, Research, and Human Dissection," **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 23 **Tuskegee Video (also TB?)**

November 25 **No Class - Thanksgiving**

November 30 **Polio**

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," (1954) **509 Reader**
3. Allan Brandt, "Polio, Politics, Publicity and Duplicity: Ethical Aspects in the Development of the Salk Vaccine," **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. Update the polio situation today.

December 2 HIV/AIDS

Readings:

1. Judith W. Leavitt, "Historical Lessons relevant to AIDS," **509 Reader**
2. Allan Brandt, "AIDS in Historical Perspective: Four Lessons from the History of Sexually Transmitted Diseases," **S&H**, pp. 426-434.
3. C. Everett Koop, "The Early Days of AIDS as I Remember Them" 1995, **509 Reader**
4. Victoria A. Harden, "The NIH and Biomedical Research on AIDS," **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 were women 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 was the role of the NIH?
6. What roles should the government play in responding to epidemics today? Does it differ, in your mind, with historical examples? How and why?

December 7 Issues in late 20th Century Public Health

Readings:

1. Allan Brandt, "The Cigarette, Risk, and American Culture," **S&H**, pp. 494-528
2. Dan Kennedy, "A Civil Action: The Real Story," Boston Phoenix, 1998, **509 Reader**
3. Jessica Kowal and Margaret Ramirez, "Targeting West Nile," **509 Reader**
4. Margaret Ramirez, "On Guard Against Infection: Immigrant TB potential on Rise," **509 Reader**
5. Chandler Burr, "The AIDS Exception: Privacy vs. Public Health" **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 9 21st Century Public Health Issues

Readings:

1. Ruth Rosen, Editorial on Obesity (2002) 509 Reader
2. Binge drinking at UW, 509 Reader
3. D.A. Henderson, "Bioterrorism as a Public Health Threat," 509 Reader
4. Lawrence K. Altman, "Spread of Polio..." 2004 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 14 Final Exam Review

December 22 2:45 pm 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.

Introductory paper 15%

Students will write one research paper in the class, in two parts. The first part is a short introductory paper, due in class on October 5. It may be on any topic related to the course. This introductory paper will lay out the themes and importance of the larger research paper and provide one very specific example or event that can be expanded upon and added to in the larger paper. You must use primary sources – such as newspaper articles, public health department publications, diaries or letters, public health journals – to help you describe and interpret the meaning of the single example. Be sure to explore the **public health issue(s) and responses** the specific example explicates and to set it into the context of its particular historic moment. You may also consult secondary sources about your topic and indicate how you expand or change the argument of the historical works. The introductory paper should be about 5 double-spaced pages in length. 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 reference. This gives credit to the person from whom you got the idea. Be sure to use quotation marks for direct quotes. A good paper requires that you present a thesis and argument and use evidence from your 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 would be a good idea to consult the instructor (EARLY) about your choice of topic. For this introductory paper it is extremely important that it be narrow and specific, centered on a specific event such as one epidemic outbreak, one sanitary crisis, or a 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.

Midterm examination 20%

There will be an in-class mid-term examination on October 17, 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 Research paper 25%

Students are required to complete a research paper, which should be an expansion (in sources and in focus) of your introductory paper. As with the introductory paper, it must be based on original, primary research, mining primary sources relevant to the topic and connecting to relevant secondary sources. It should be about 15 double-spaced typed pages in length and include corrected sections from your introductory paper, which must be handed in with this paper. It is due in class on November 30. Again, it is a good idea to consult with the instructor (during office hours or by appointment) as you think about expanding the initial paper.

Final cumulative examination 20%

There will be a final blue-book examination on December 22 at 2:45 pm. 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.

