

9-2013

## PUBH 511.50: History and Theory of Epidemiology I

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## **PUBH 511 History and Theory of Epidemiology I**

### **Fall 2013**

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**Format:** Online seminar with Moodle 2. Emphasis on discussion board. Course procedures and expectations are those normally used in the online MPH program at the University of Montana. If questions arise contact Julie Stevens, [julie.stevens@umontana.edu](mailto:julie.stevens@umontana.edu), or Tracy Jones at [tracy.jones@mso.umt.edu](mailto:tracy.jones@mso.umt.edu) or (406)243-2571.

For purposes of assignments and class activities, the week starts on Monday 12:01 a.m. and ends on Sunday at Midnight. Dr. Molgaard and Ms. Stevens will be available via email for all students. If you wish to speak with Dr. Molgaard or Ms. Stevens by telephone or in person, the easiest thing to do is to contact them by email and arrange a time to meet. They will make every attempt to reply to your email within twenty-four hours during weekdays.

**Moodle Help:** UOnline has made available an interactive tutorial for using Moodle 2 as a student. UOnline 101 can be found at: <https://umonline.mrooms3.net/course/view.php?id=3927>. Additional Moodle resources can be found at: <http://umonline.umt.edu/Moodle%20Tip%20Sheets/tipsheetandvideosstudents.aspx>.

#### **Required Texts:**

1. Barry, John. (2005) *The Great Influenza: The Story of the Deadliest Pandemic in History*. Penguin Group USA Inc. New York.
2. Bisgaard, Lars and Sondergaard, Leif (eds.). (2009) *Living with the Black Death*. University Press of Southern Denmark, Gylling, Denmark.
3. Cipolla, Carlo. (1992) *Miasmas and Disease – Public Health and the Environment in the Pre-Industrial Age*. Yale University Press. New Haven.
4. Cipolla, Carlo. (1993) *Before the Industrial Revolution: European Society and Economy 1000-1700*. W.W. Norton & Company. New York.
5. Crosby, Molly Caldwell. (2006) *The American Plague: The Untold Story of Yellow Fever, The Epidemic That Shaped Our History*. Penguin Group USA Inc. New York.
6. Fenn, Elizabeth A. (2001) *Pox Americana: The Great Smallpox Epidemic of 1775-1782*. Hill and Wang. New York.
7. Johnson, Steven. (2006) *The Ghost Map: The Story of London's Most Terrifying Epidemic--and How It Changed Science, Cities, and the Modern World*. Riverhead Books. New York.
8. Kelly, John. (2005) *The Great Mortality*. Harper Collins Publishers Inc. New York.

9. Rosenberg, Charles (1987) *The Cholera Years: The United States in 1832, 1849, and 1866*. Chicago: Chicago University Press

**Other readings as assigned will be available online via the Moodle 2 classroom.**

**Course Description:** This course covers the development and evolution of epidemiology, the basic science of public health. Major schools of epidemiology from the Roman-Greek, Italian and English traditions will be compared and contrasted.

**Program Public Health Competencies Addressed in Course:\***

1. Prepare Community Data for Public Health Analyses and Assessments
2. Contribute to Public Health Program and Policy Development
3. Communicate in Public Health Settings
4. Practice Public Health with People from Diverse Populations
5. Collaborate with the Community in the Practice of Public Health
6. Base Public Health Practice on Scientific Evidence
7. Participate in Financial Planning and Management of Public Health Units
8. Exercise Public Health Leadership and Systems Thinking
9. Respond to Public Health Issues in Rural Settings
10. Uses Global Insight in Responding to Local Public Health Issues

**\* For a listing of learning objectives corresponding to each competency**

see <http://publichealth.health.umt.edu/sites/publichealth.health.umt.edu/files/documents/CompetenciesStudentVersion.pdf>

**Online Format:** Weekly participation in the discussion board will be based on the assigned readings. There will be two exams given throughout the semester, one at midterm and one final.

<b>Course Evaluation:</b>	Weekly postings to the discussion board	50%
	Midterm Exam	25%
	Final Exam	25%

**Course Schedule:**

**I. The Roman-Greek Tradition and Theory: Weeks 1-2**

Readings and Concepts:

**Week 1**

Saracci. *Introducing the History of Epidemiology*. (Moodle 2)

Hippocrates. *On Airs, Water and Places*. (Moodle 2)

Homer. *The Iliad. Book 1: Verses 10-68*. (Moodle 2)

Seife, Zero, the Biography of a Dangerous Idea, Pp. 1-81, (Moodle 2)

**Week 2**

Galen. *On Food and Diet*. Chapters 2 and 5 (Electronic Book available through the Mansfield Library)

*To connect to this title, make sure you are logged on so that you can access university services. (<http://onestop.umt.edu>)*

Go to <http://www.lib.umt.edu/> and search for "On Food and Diet". Click on "Galen, on food and diet [electronic resource] / Mark Grant." Click "Connect to this title online".

Little, Lester. *Plague and the End of Antiquity*. (Moodle 2)

i. Chapter 1: Life and Afterlife of the First Plague Pandemic. Pgs. 3-32

Chin. *Control of Communicable Diseases Manual. Section on Plague*. Pgs. 381-387. (Moodle 2)

## **II. The Early Christian Tradition and Theory: Weeks 3-5**

### Readings and Concepts:

McCormick, Michael. *Origins of the European Economy: Communications and Commerce AD 300-900*. Chapters 1, 3, and 4. (Moodle 2)

#### **Week 3**

Chapter 1: The End of the Ancient World

- i. Long-Term Trends in the Late Roman Economy
- ii. People and Food
- iii. Population Health

#### **Week 4**

Chapter 3: Land River Communications in Late Antiquity

- i. Routes, Ships, Men
- ii. Land Communications and the closing of the overland corridors
- iii. River Communications and the case of the Rhone route

#### **Week 5**

Chapter 4: Sea Change in Late Antiquity

- i. Transport and Commerce
- ii. Public money and private ships
- iii. Ports, ships, and cargoes
- iv. Secular change 1: the flow of goods
- v. Secular change 2: the transformation of late Roman shipping

## **III. The Italian Tradition and Theory: Weeks 6-8**

### Readings and Concepts:

Kelly. *The Great Mortality* (all)

Cipolla. *Before The Industrial Revolution*.

#### **Week 6**

Part I: A static approximation

1. Demand
2. The Factors of Production
3. Productivity and Production

### **Week 7**

#### **Part II: Toward a dynamic description**

4. The Urban Revolution: The Communes
5. Population: Trends and Plagues
6. Technology
7. Enterprise, Credit, and Money
8. Production, Incomes, and Consumption
9. The Emergence of the Modern Age
10. The Changing Balance of Economic Power in Europe

### **Week 8**

Cipolla. *Miasmas and Disease*.

1. The Health Boards in Italy and Epidemiological Concepts
2. 'Miasmas, Filth, and Rubbish'
3. Medical Reports and the Florentine's Health Magistrates
4. Doctors, Diseases, and People
5. Conclusion

## **IV. Week 9: MIDTERM**

## **V. Weeks 10 - 12 IV. The English And Scandinavian Traditions and Theories:**

### **Week 10 Johnson and Shephard on cholera**

Johnson. *The Ghost Map*

1. The Night-Soil Men
2. Eyes Sunk, Lips Dark Blue
3. The Investigator
4. That is to Say, Jo Has Not Yet Died
5. All Smell is Disease

Shephard. *John Snow, Anesthesiologist to a Queen and Epidemiologist to a Nation: A Biography* (Moodle 2)  
Chapters 1-5

### **Week 11 Johnson and Shephard on cholera**

Johnson. *The Ghost Map*

6. Building the Case
7. The Pump Handle
8. The Ghost Map
9. Broad Street Revisited

Shephard. *John Snow, Anesthesiologist to a Queen and Epidemiologist to a Nation: A Biography* (Moodle 2)  
Chapters 6-9

Lancaster, L. (2013) *Celebrating statisticians: Florence Nightingale* (Moodle 2)

Eyler, JM (2004) *Farr, William (1807-1833)*. Oxford Dictionary of National Biography. Oxford University Press. (Moodle 2)



### Week 12

Panum on Measles, Snow on Cholera.

[http://www.childsurvival.net/?content=com\\_articles&artid=215](http://www.childsurvival.net/?content=com_articles&artid=215)

Panum, PL. (1847) *Observations Made During The Epidemic of Measles On the Faroe Islands In The Year 1846*. Bibliothek for Laeger, Copenhagen

Bisgaard, Lars and Sondergaard (eds.) *Living with the Black Death* (Moodle 2)

## VI. The American Traditions and Theories, Weeks 13-15

### Week 13

Fenn. *Pox Americana: The Great Smallpox Epidemic of 1775-1782*.

Rosenborg. *The Cholera Years: The United States in 1832, 1849 and 1866*

Crosby. *The American Plague: The Untold Story of Yellow Fever, The Epidemic That Shaped Our History*

### Week 14 (Thanksgiving Break)

Barry. *The Great Influenza: The Story of the Deadliest Pandemic in History*

Parts I-IV

### Week 15

Barry. *The Great Influenza: The Story of the Deadliest Pandemic in History*

Parts V-X

## VII. Summary, Conclusions, Final Exam: Week 16

**Plagiarism:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. (See UM Student Conduct Code).

Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism. (Source: <http://libguides.lib.umt.edu/plagiarism>)

**Accommodation:** In accordance with University of Montana's mission to provide equal educational opportunities for all students, necessary accommodations for students with disabilities will be made whenever possible. If you require accommodations, please provide written information regarding your disability from the Disability Services as soon as possible so that accommodations can be made.

**Discussion Rubric**

<b>Criteria</b>	<b>Excellent- 100%</b>	<b>Adequate- 70%</b>	<b>Inadequate- 50%</b>	<b>No posting- 0%</b>
Quality and relevance of thinking and analysis.	Response displays an understanding of the specific topic, comments of others and completion of assigned reading.	Response displays some understanding of the discussion topic or comments by others.	Response displays only a little understanding of the discussion topic or comments by others.	
Degree of participation	Posts on multiple days during the week and at least 3 times per discussion question.	Responses are vague. All posts within 24 hours, and less 3 times per discussion question.	Does not interact with other students.	
Quality of writing	Ideas and opinions are expressed in a clear, concise manner ( <b>no longer than 50 words</b> ), and are relevant to the topic. Responses are free of grammatical, spelling, or punctuation errors ( <b>Note: You can edit your post for up to 30 minutes after you submit it</b> ). The style of writing contributes to open, honest communication.	Responses generally connect to the topic and are usually free of grammatical, spelling, or punctuation errors. The style of writing generally contributes to open, honest communication.	Responses have unclear connection to the topic and/or frequently contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication.	
Connection to professional practice	Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements go beyond what takes place in the classroom to include a theoretical rationale underlying the use of specific information materials. Ideas are supported by evidence-based resources ( <b>note:</b>	Evidence of reflective thought pertaining to personal perspectives and professional development. Reflective statements contain some of the theoretical rationale underlying the use of specific information materials.	Little or no evidence of reflective thought pertaining to personal perspectives and professional development. Few, if any, reflective statements go beyond what takes place in the classroom. Little, if any, theoretical rationale underlying the use of specific information or materials.	

	<b>Wikipedia does not count).</b>			
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