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PUBH 511.50: History and Theory of Epidemiology

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Recommended Citation

Molgaard, Craig A. and Stevens, Julie M., "PUBH 511.50: History and Theory of Epidemiology" (2013).

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PUBH 511 History and Theory of Epidemiology Spring 2013

Instructors: Craig A. Molgaard, Ph.D., M.P.H.

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Format: Online with Moodle. 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, or Tracy Jones at 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 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. Cipolla, Carlo. (1992) Miasmas and Disease – Public Health and the Environment in the Pre-Industrial Age. Yale University Press. New Haven.
3. Cipolla, Carlo. (1979) Faith, Reason, and the Plague: A Tuscan Story of the Seventeenth Century. Harvester Press, Brighton, Great Britain.
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.

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

Course Evaluation:	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)

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

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

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)

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)

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)

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 6-11, Midterm, Week 9

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

Week 9 (MIDTERM)

Cipolla. *Fighting the Plague in Seventeenth Century Italy*. (Moodle)

Chapter 1: Theory, Observation, and Policy

Week 10: SPRING BREAK**Week 11**

Cipolla. *Faith, Reason, and the Plague*.

IV. The English Tradition and Theory: Weeks 12-13

Readings and Concepts:

Johnson. *The Ghost Map*.

Week 12

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

Week 13

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

V. The American Tradition and Theory, Weeks 14 and 15**Week 14**

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

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

Week 15

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

V. 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 .

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

Criteria	Excellent- 100%	Adequate- 70%	Inadequate- 50%	No posting- 0%
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 (no longer than 50 words), and are relevant to the topic. Responses are free of grammatical, spelling, or punctuation errors (Note: You can edit your post for up to 30 minutes after you submit it). 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 (note: Wikipedia does not count).	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.	