

***History and Basis of Public Health***  
GE Area B2 (Life Sciences)  
Metropolitan University Scholar's Experience  
Department of Health Science  
San Jose State University

<b>MUSE/HS 26B Section 3</b> (Class Nbr: 46774) <b>Fall 2005</b> Tu & Th 1200 - 1315 Room: BBC 002 Office hours: see <a href="http://www.sjsu.edu/faculty/gerstman">www.sjsu.edu/faculty/gerstman</a>	Professor: Bud Gerstman Office: MH407 Phone: 924-2978 Email: gerstman@email.sjsu.edu <b>Website: <a href="http://www.sjsu.edu/faculty/gerstman/muse">www.sjsu.edu/faculty/gerstman/muse</a></b>
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**Peer Mentor:** ~~Shruthi Reddy~~ (~~[shruthisbr@yahoo.com](mailto:shruthisbr@yahoo.com)~~) 408-406-3490 None

**Peer Mentor Center:** Royce Hall Lounge, Mon - Th 10:00am – 3:45pm, Tues 6:00pm – 8:00pm

**Course Librarian:** ~~Tina Peterson~~ Harry Meserve 408 808-2093 [Harry.Meserve@sjsu.edu](mailto:Harry.Meserve@sjsu.edu)

### **Course Description**

This course seeks to develop an understanding of the social context and biological determinants of health and disease through a chronological journey of selected events in the history of public health from Greco-Roman times through the 20<sup>th</sup> century.

### **Course Organization**

The course will be taught as a true seminar, with students responsible for becoming expert in their assigned area. Students will be presenting material to other students. We will use the text by Rosen (1993) to help organize and structure the course. In addition, Dr. Gerstman will give occasional lectures on selected biomedical and historical topics. The goals will be to become better scholars while gaining an appreciation for the scientific study of health and disease on an individual and population basis.

**Requisite:** Freshman status

### **Introduction to MUSE**

University-level study is different from what you may have experienced in high school. The Metropolitan University Scholar's Experience (MUSE) is designed to help make your transition into college a success by helping you develop the skills and attitudes needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion are key parts of MUSE courses. Enrollment in MUSE courses is limited to a small number of students because these courses are intended to be highly interactive. MUSE courses explore topics and issues from an interdisciplinary focus to show how important ideas can be viewed from different perspectives.

## Goals and Objectives

This course qualifies for Area B2 (Life Science) General Education credit and therefore has the following **GE Area B2 objectives**:

- (1) Use the methods of science and knowledge derived from current scientific inquiry in life science to question existing explanations
- (2) Demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues
- (3) Recognize methods of science in which quantitative and analytical reasoning techniques are used

In addition, this course has the following **MUSE objectives**:

- (1) To establish a strong foundation for becoming a university level student and scholar.
- (2) To become acclimated to both the intellectual and social activities of university life.

The following **content areas** are covered:

- (1) Issues of diversity covered in an appropriate manner
- (2) Writing assignments consisting of a minimum of 1500 words in a language and appropriate style to life sciences.
- (3) Focus on structures and functions of living organisms, levels of organization of living systems (from sub-cellular to environmental), strategies of survival and reproduction (more in the context of demographic principles and the ecology of disease), principles of biological variation, and agent, host and environmental factors in health and disease.

**Specific content areas** include:

- (1) Pathophysiologic basis of selected conditions, including coverage of germ theory, routes of transmission and propagation, and selected physiologic and mental functions and dysfunctions as relevant to course content.
- (2) Ability to identify, retrieve, read, evaluate, and cite biomedical literature
- (3) Scholarly reflection on the history of medicine and public health
- (4) Theories of disease control and prevention

## Required Text

Rosen, G. (1993). *A History of Public Health*. Baltimore: The Johns Hopkins University Press.

**ACADEMIC INTEGRITY** - Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University.

**Disruptive Behavior** – Student conduct that substantially or repeatedly interferes with the ability of an instructor to teach or the ability of other students to learn is a violation of the SJSU Student Code of Conduct. Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and instructors’ ability to teach. A student who is responsible for disruptive behavior may be removed from the classroom pending discussion and resolution of the problem, and may be reported to the Office of Judicial Affairs for further action.

**University Drop Policy** Please see the schedule of classes for details on adding and dropping classes.

**Graded Components-** See online calendar for due dates

Component	Description	%
Miscellaneous	<p>The miscellaneous components of your grade are:</p> <ul style="list-style-type: none"> <li>• MUSE workshops - you must attend 2 MUSE workshops during the semester. The first workshop should be attended before October 5. The second workshop should be attended before December 10. Brief reports must be completed and brought to class within a week of attending the session. There is an online form you use to complete your report.</li> <li>• Library Reference Assignment - You will use the library to find and obtain an article, book, and website to assist your research. Sources will be cited in APA format. See website for further information.</li> <li>• Completion of the SJSU Library Plagiarism Tutorial. (See course website).</li> <li>• Other participation points, as opportunities arise.</li> </ul>	10%
Exams	Midterm and Final exam (Format: short answer and brief essay.)	30%
Presentations and reviews	Our class is a true seminar. This means you are responsible for presenting materials and leading discussions in class. Some of your presentation will be based on material in the textbook, and some will be based on your research. You will work closely with a partner (or partners) during this experience. You will review the work of others in a positive and constructive way.	30%
Research paper	Your paper will address your research topic and will include primary and secondary sources. Please keep backup copies of your paper. If you want me to return your paper, please attach a stamped self-addressed envelope with sufficient return postage. The assignments will be graded on: (1) content, (2) organization, (3) clarity of expression, (4) proper syntax, spelling, and grammar, and (5) proper use and referencing. Plagiarism will not be tolerated. Details about the writing assignments are available on the course website.	30%
<b>TOTAL</b>		100%

**Grade based on course average with cutoffs as follows:** 100–97% = A+; 96–93% = A; 92–90% = A-; 89–87% = B+; 86–83% = B; and so on. Here is an example of a grade calculation using hypothetical scores and the weighting scheme shown above:

Component	% Earned	×	Weight	=	Points earned
Miscellaneous	100	×	0.10	=	10.0
Exams	83	×	0.30	=	24.9
Presentation & reviews	92	×	0.30	=	27.6
Final paper	86	×	0.30	=	25.8
			1.00		88.3
				Grade:	B+

**DRAFT SCHEDULE** – This schedule is neither final nor official. The course is being run as a true seminar, so coverage will be determined according to the progress of student research. The official schedule of events is posted on [www.sjsu.edu/faculty/gerstman/muse/](http://www.sjsu.edu/faculty/gerstman/muse/). Please check this website every other day for updates.

Week	Topic	Reading assignment (Rosen, 1993)
1 Th 8/25	Welcome, logistics	Syllabus & website
2 8/30 – 9/5	Basic pathology <i>Group organization and assignment</i>	BasicPathology.pdf
3 9/6	I. Origins of Public Health <i>Lectures; Responsible Scholarship; Plagiarism Tutorial</i>	pp. 1 – 57
4 9/13	II. Greco-Roman III. Middle Ages (?) <i>Lectures, Student Team Preparation;</i>	continued
5 9/20	IV. Mercantilism and health of the people (1500–1750) <i>Student team 1; Exam [9/20 is last day to add classes]</i>	pp. 57 - 106
6 9/27	V. Health in the period of enlightenment and revolution (1750–1830) <i>Student team 2 presentations and activities</i>	pp. 107 - 167
7 10/4	VI. Industrialism and the sanitary movement (1830–1875) <i>Student team 3 presentations and activities</i>	pp. 168 - 224
8 10/11	VI. Industrialism and the sanitary movement (1830–1875) Part B <i>Student team 4 presentations and activities</i>	pp. 224–269
9 10/18	VII. The bacteriological era and its aftermath (1875–1950) <i>Student team 5 presentations and activities</i>	pp. 270–319
10 1/25	<i>Catch-up? Midterm?</i>	none

<b>Week</b>	<b>Topic</b>	<b>Reading assignment (Rosen, 1993)</b>
11 11/1	VIII. The bacterial era and its aftermath (concluded) Part A <i>Student team 6 presentations and activities</i>	pp. 320– 369
12 11/8	VIII. The bacterial era and its aftermath (concluded) Part B <i>Student team 7 presentations and activities</i>	pp. 369–415
13 11/15	VIII. The bacterial era and its aftermath (concluded) Part C <i>Student team 8 presentations and activities</i>	pp. 415–462
14 11/22	VIII. The bacterial era and its aftermath (concluded) Part D <i>Student team 9 presentations and activities</i>	pp. 415–462
15 11/29	To be determined	
16 12/6	To be determine Last day of classes = Th 12/8	
<b>Friday 12/16</b>	<i>Final exam from 9:45 to 12:00</i>	