

Semester: **Spring, 2017**  
Course Number: **10:832:339:90**  
Course Title: **Public Health Literature**  
Course Day and Time: **online**  
Location: **online**  
Course Instructor: **Robert J. Lieberman, Esq., Part-time lecturer**  
Contact Information: **Robert.lieberman@rutgers.edu**  
Office Hours and Location: **By arrangement, via email**  
Required Text: **Schneider, Dona and David E. Lilienfeld, eds., *Public Health: The Development of a Discipline, Volume 2, Twentieth Century Challenges*, Rutgers University Press.**  
Additional Materials: **Readings are on Sakai and links are contained within the syllabus**

### **Course Description (catalog)**

Review of the historic and current public health literature. Effective writing emphasized through intensive writing exercises.

### **SAS Core Curriculum Learning Goals**

**At the end of this course, students will be able to:**

GOAL s-1: Communicate complex ideas effectively, in standard written English, to a general audience.

GOAL s-2: Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision.

GOAL t: Communicate effectively in modes appropriate to a discipline or area of inquiry.

GOAL u: Evaluate and critically assess sources and use the conventions of attribution and citation correctly.

GOAL v: Analyze and synthesize information and ideas from multiple sources to generate new insights.

### **Public Health Learning Goals**

*Students Will:*

1. Think critically in public health
2. Effectively communicate public health information
3. Develop, apply, and analyze concepts from research methods and basic statistics
4. Develop a research question and write a coherent research paper
5. Utilize information literacy skills in public health
6. Understand the role and importance of professional development
7. Understand and apply professional ethics

## Course Overview

This course is designed to examine historic and current public health literature in order to create effective writing emphasized through intensive writing exercises.

We will focus on effective communication through both academic and professional writing and class presentations. You will be required to argue various points and support them based on research and persuasive writing. Productive and informed debate will be encouraged and required.

Class will be a combination of short lectures, class presentations on the readings and debate and discussion on the topics presented.

Jan 17	Course introduction and overview.  Reading: Introduction and Chronology, pages xiii-xxxi, <i>Public Health</i>
Jan 24	Unit 1 FOOD AND NUTRITION  Food and Nutrition Reading: Chapter 1, <i>Public Health</i> Article <b>Transforming Food Deserts and Swamps to Fight Obesity</b> <a href="http://www.huffingtonpost.com/susan-blumenthal/food-deserts_b_3822428.html">http://www.huffingtonpost.com/susan-blumenthal/food-deserts_b_3822428.html</a>
Jan 31	TOBACCO Unit 2  -Non-Smoking wives...Japan (p. 103-110) - <b>Tobacco industry sociological programs to influence public beliefs about smoking</b> <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2267871/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2267871/</a> -Charts <b>Who Still Smokes in America?</b> <a href="https://www.washingtonpost.com/news/to-your-health/wp/2015/11/12/smoking-among-u-s-adults-has-fallen-to-historic-lows-these-7-charts-show-who-still-lights-up-the-most/?tid=hybrid_experimentrandom_2_national">https://www.washingtonpost.com/news/to-your-health/wp/2015/11/12/smoking-among-u-s-adults-has-fallen-to-historic-lows-these-7-charts-show-who-still-lights-up-the-most/?tid=hybrid_experimentrandom_2_national</a>
Feb 7	DENTAL HEALTH Unit 3  -The Conclusion...Fluoridation (p. 132-141) -Diet and Oral Health (p. 142-161) - <b>Dental Clinics, Meeting a Need with No Dentist</b> <a href="http://www.nytimes.com/2008/04/28/business/28teeth.html?_r=0">http://www.nytimes.com/2008/04/28/business/28teeth.html?_r=0</a>  -What is the burden of oral

	<p>disease? <a href="http://www.who.int/oral_health/disease_burden/global/en/">http://www.who.int/oral_health/disease_burden/global/en/</a></p>
Feb 14	<p>ENVIRONMENTAL HEALTH Unit 4</p> <ul style="list-style-type: none"> <li>-Mortality...Fog Incident (p. 171-180)</li> <li>-Removal of Lead...Reflections (p. 181-208)</li> <li>-<b>U.S. One Step Closer to Releasing Engineered Mosquito to Fight Zika</b> <a href="http://www.scientificamerican.com/article/u-s-one-step-closer-to-releasing-engineered-mosquito-to-fight-zika/">http://www.scientificamerican.com/article/u-s-one-step-closer-to-releasing-engineered-mosquito-to-fight-zika/</a></li> <li>-Global Climate Change and Infectious Diseases <a href="http://www.nejm.org/doi/full/10.1056/NEJMp0912931#t=article">http://www.nejm.org/doi/full/10.1056/NEJMp0912931#t=article</a></li> </ul>
Feb 21	<p>OCCUPATIONAL HEALTH Unit 5</p> <ul style="list-style-type: none"> <li>-Mortality from Lung Cancer in Asbestos Workers (p. 225-238)</li> <li>-Diffuse Pleural ...Western Cape Province (p. 239-253)</li> <li>-Lung Cancer...CME Workers (p. 254-257)</li> <li>-<b>Workplace Violence in Healthcare</b> <a href="https://www.osha.gov/Publications/OSHA382">https://www.osha.gov/Publications/OSHA382</a></li> </ul>
Feb 28	<p>WOMEN'S HEALTH Unit 6</p> <ul style="list-style-type: none"> <li>-Diagnosis... Vaginal Smear (p. 270-277)</li> <li>-Introduction of the Pill...Impact (p. 278-287)</li> <li>-A Global Overview...Violence (p. 288-298)</li> <li>- <b>India to Change Its Decades-Old Reliance on Female Sterilization</b> <a href="http://www.nytimes.com/2016/02/21/world/asia/india-to-change-its-decades-old-reliance-on-female-sterilization.html?hp&amp;action=click&amp;pgtype=Homepage&amp;clickSource=story-heading&amp;module=first-column&amp;region=top-news&amp;WT.nav=top-news&amp;_r=1">http://www.nytimes.com/2016/02/21/world/asia/india-to-change-its-decades-old-reliance-on-female-sterilization.html?hp&amp;action=click&amp;pgtype=Homepage&amp;clickSource=story-heading&amp;module=first-column&amp;region=top-news&amp;WT.nav=top-news&amp;_r=1</a></li> </ul>
Mar 7	<p>VACCINE PREVENTABLE DISEASES Unit 8</p> <ul style="list-style-type: none"> <li>-The Onion, <i>Comedic Article</i> <a href="http://www.theonion.com/blogpost/i-dont-vaccinate-my-child-because-its-my-right-to37839?utm_source=Facebook&amp;utm_medium=SocialMarketing&amp;utm_campaign=LinkPreview:NA:INF">http://www.theonion.com/blogpost/i-dont-vaccinate-my-child-because-its-my-right-to37839?utm_source=Facebook&amp;utm_medium=SocialMarketing&amp;utm_campaign=LinkPreview:NA:INF</a></li> <li>• <b>Federal government's 'no jab, no pay' law sparks run on vaccines</b> <ul style="list-style-type: none"> <li>◦ <a href="http://www.theage.com.au/nsw/federal-governments-no-jab-no-pay-law-sparks-run-on-vaccines-20160219-gmyusd.html">http://www.theage.com.au/nsw/federal-governments-no-jab-no-pay-law-sparks-run-on-vaccines-20160219-gmyusd.html</a></li> </ul> </li> <li>-<b>Herd Immunity</b> (p.463-474)</li> </ul>

	<p><b>-A toddler got meningitis.</b> <a href="https://www.washingtonpost.com/news/morning-mix/wp/2016/03/18/a-toddler-got-meningitis-his-anti-vac-parents-gave-him-an-herbal-remedy-the-toddler-died-now-his-parents-are-on-the-verge-of-litigation/">https://www.washingtonpost.com/news/morning-mix/wp/2016/03/18/a-toddler-got-meningitis-his-anti-vac-parents-gave-him-an-herbal-remedy-the-toddler-died-now-his-parents-are-on-the-verge-of-litigation/</a></p> <p><b>-Mandatory School Vaccinations: The Role of Tort Law</b>  <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2553651/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2553651/</a></p>
	SPRING BREAK March 11-19
Mar 21	<p>CANCER  Unit 9</p> <ul style="list-style-type: none"> <li>-Hepatocellular Carcinoma and Hepatitis B (p. 499-508)</li> <li>-Malignant Melanoma...Skin (p. 509-519)</li> </ul> <p>- Cancer Cluster or Coincidence,  <a href="http://sciencecases.lib.buffalo.edu/cs/files/cancer_cluster.pdf">http://sciencecases.lib.buffalo.edu/cs/files/cancer_cluster.pdf</a></p>
Mar 28	<p>HEART DISEASE AND STROKE  Unit 10</p> <ul style="list-style-type: none"> <li>-Epidemiological Approaches to Heart Disease (p. 530-539)</li> <li>-Strategy of Prevention (p. 540-549)</li> <li>-Theory and Action... North Karelia Project (p. 550-566)</li> </ul>
Apr 4	<p>MEDICAL ETHICS AND HUMAN RESEARCH  Unit 11</p> <ul style="list-style-type: none"> <li>-The Deadly Choices at Memorial <a href="http://www.nytimes.com/2009/08/30/magazine/30doctors.html?pagewanted=all&amp;_r=0">http://www.nytimes.com/2009/08/30/magazine/30doctors.html?pagewanted=all&amp;_r=0</a></li> <li>-Thalidomide and the <i>Titanic</i> (p. 669-675)</li> <li>-Kidneys, Ethics, and Politics (p. 676-689)</li> </ul> <p>Rewriting the Code of Life, <a href="http://www.newyorker.com/magazine/2017/01/02/rewriting-the-code-of-life">http://www.newyorker.com/magazine/2017/01/02/rewriting-the-code-of-life</a></p>
Apr 11	<p>GLOBAL HEALTH  Unit 12</p> <ul style="list-style-type: none"> <li>-A Review...20<sup>th</sup> Century (p. 700-710)</li> <li>-WHO Warns Zika Virus Will Spread Across the Americas  <a href="http://www.huffingtonpost.com/entry/who-warns-zika-virus-will-spread-across-the-americas_us_56a65dc4e4b076aadcc75454">http://www.huffingtonpost.com/entry/who-warns-zika-virus-will-spread-across-the-americas_us_56a65dc4e4b076aadcc75454</a></li> <li>-The Gates Buffet Effect (p. 731-736)</li> </ul>
Week of April 18	NO CLASS
Apr 25	<p>HIV/AIDS  Unit 7</p> <ul style="list-style-type: none"> <li>-Patient Zero? NY Times article <a href="http://www.nytimes.com/2016/10/27/health/hiv-patient-zero.html">http://www.nytimes.com/2016/10/27/health/hiv-patient-zero.html</a></li> </ul>

[zero-genetic-analysis.html?smprod=nytcare-iphone&smid=nytcare-iphone-share&\\_r=0](http://zero-genetic-analysis.html?smprod=nytcare-iphone&smid=nytcare-iphone-share&_r=0)

-AIDS: The First 20 Years (p. 420-432)

-HIV/AIDS: A New Era of Treatment

<https://www.york.cuny.edu/academics/writing-program/the-york-scholar-1/volume-8.1-fall-2011-1/loper/hivaids-f-11.pdf>

May  
2

Final Exam Review FINAL EXAM ON MAY 9

### Weekly Discussions (36 points)

Each week, students are required to post a response to several of the student presentations and or the readings (see below). These responses are worth 3 points each, for a total of 36 points for the class. Responses should be well thought out and should reflect an understanding of the readings and the presentations. Responses should be approximately 100 WORDS or less (1-2 paragraphs). Responses must exhibit a clear understanding of the conventions of the English language, including spelling and grammar. **Responses MUST be posted by 11:55 p.m. on Friday of the week of the student presentations.**

### Presentations (30 points)

Students will be assigned to present a portion of the reading for each chapter (3-4 sections per chapter, 3 -4 student presentations per week). Specifics for the presentation will be provided prior to the presentations, including a grading/expectations rubric. Students will be assigned randomly. Intelligent, informed debate is encouraged in the weekly discussion posts. **Presentations will be posted on sakai by 8:30 p.m., Tuesday.**

### Final Exam (34 points)

Students will take a final exam based upon all the readings and presentations throughout the class. Format of the exam TBA.

The assignments listed above will assess learning goals.

### Course Grading

**A=90-100; B+=85-89; B=80-84; C+=75-79; C=70-74; D=60-69; F=59 and lower**

### **Academic Integrity**

**Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it. Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly.**

**Honesty matters. As a shared value, administration, faculty and students each play a vital part in promoting, securing and nurturing it. See the Rutgers Academic Code and Academic Oath at:**

**<http://academicintegrity.rutgers.edu/>**

### **Attendance and Cancellation of Classes**

**In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of a course and individual courses may set policies for maximum absences. Please refer to the link below for more specific information :**

**<http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>**