

FALL 2017

**Seminar #1: PUBH 6842
Historical, conceptual and value foundations of public health (Part I)
(1 credit)**

Instructor:

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Meeting Time: Selected Tuesdays (4:00-6:00 PM)
Room: Ed2South, Room 1308

Course description: This two semester series is designed to facilitate students' development of understanding of public health from historical and conceptual perspectives. Readings and discussion in the first segment will focus on the development of public health as a field and the underlying value issues associated with the field. The course continues into spring semester with a focus on ethical principles related to public health practice.

Learning objectives:

As a result of this seminar, students will be able to:

- 1) Articulate key trends in the historical development of public health as a field;
- 2) Describe different approaches to conceptualizing public health as a field;
- 3) Critically examine a public health problem and future directions in the context of historical and contemporary trends.

Student Participation and discussion:

Discussion format: This is a seminar and, as such, relies on the careful preparation of all participants and willingness to be active in discussion. Attendance at all sessions and active participation is expected.

It is important to remember that for this particular topic there is much ambiguity. Without a willingness to engage in critical thinking and open discussion the seminar may become frustrating for everyone. There are few good or bad questions or right or wrong answers -- but a great deal of opportunity for questioning and searching for answers. It is important that we are willing to be critical of each other's ideas, but not of each other, and accept critiques for greater understanding. All participants share responsibility for the quality of the discussion and the learning process, with discussions throughout the semester building on earlier sessions. Therefore, attendance at all sessions is important. Some thoughts about discussion follow. They may be helpful.

- The success of the discussion (and therefore the class) depends on everyone.
- Silence is an opportunity to think. No need to fill it immediately.

- If you have talked a lot, give others a chance.
- Being quiet does not mean that the person doesn't have ideas or isn't thinking. Be alert to nonverbal cues that someone has an idea, a question, or a disagreement with what is being said. Consider asking him/her to talk about what they are thinking or bringing a perspective that may be unique to their background. But, be respectful if s/he chooses not to speak when asked.
- Active listening is as important as speaking.
- Try to help keep the discussion on track but allow it to move in new, related directions.
- You need not be firmly committed to an idea before expressing it. In other words, it's OK to change your mind by the end of making a point, or later in the discussion.
- You need not always have a point to make to contribute to the discussion. Sometimes it is more valuable to ask insightful questions of others than to make your own argument.
- Disagreements are essential to a good discussion, but they should be focused on the ideas, not the person.
- If you don't understand the point someone is making, ask him or her to clarify. Or, state back to them what you think s/he said. Sometimes, s/he won't be clear about what s/he is saying either and you can help him or her think it through more clearly.
- There are no experts on this material (including the instructor), but different people will have more expertise on certain aspects of the material. They should help focus the discussion, but should also remember that this is a discussion, not a lecture.
- Confusion is inevitable and appropriate in this class. The learning comes from the process of trying to overcome confusion. However, no one will be clear about all the issues by the end of the class. One goal is to be clear about what it is you aren't clear about so that you can continue the discovery and thinking process after the semester is over.
- Try to think of imaginative ways to approach the material (e.g. using a practical example, posing a difficult question, stating a polar position for the sake of argument).
- This material can be heavy. We need humor from time to time. Be prepared to laugh at yourself and with others.
- Discussion will not always go smoothly. Be tolerant of bumps. We're all learning together about the material and how to discuss it.
- If you have concerns about group process, be sure we address them –perhaps at the end or beginning of class. In raising concerns, think about strategies for improvement.

WRITTEN ASSIGNMENTS: Information about each assignment is presented in the syllabus table and described below. Though significant extenuating circumstances with prior notification (by email) will be considered, **late papers are not accepted and will result in an F on the assignment.**

NOTE: All assignments will be submitted through CANVAS. Short papers should be submitted directly into the Discussion Board as word documents to allow for preparation for class discussion. Students may want to submit comments to each other, though this is not required. Long papers should first be submitted through the Assignment page, then to the Discussion Board as word documents to be read by all in preparation for class discussions. The Discussion Board will be locked for submissions at 11:59 PM the day papers are due but then re-opened so everyone can read each other's papers the next day and submit comments as appropriate.

One page summaries to prepare for discussion

To facilitate your synthesis of the material and preparation for class discussions, you will write a **≤ 1 page summary (single spaced, 11 point font)** for selected classes. These will be due Saturday at 11:59pm before the Tuesday class. As instructor, I will combine them into one document and send the compiled set back to the group. Be sure to include your name in the title but please do not use headers as these don't work well when I cut and paste the papers together. For these papers, it is fine to use bullet points rather than sentences and paragraphs, but your grammar and spelling should still be correct and points should be clear.

Due dates for short papers: 9/9/17, 9/23/17, 10/14/17, 10/28/17, and 11/11/17

Longer Paper Assignments:

Students will prepare two papers double-spaced (11 point font, one inch margins). Each of the assignments will be distributed to the entire class in advance of the next class and form the basis of class discussion. **NOTE:** *Comments from the instructor about the papers may be shared with all class members.* However, grading is confidential between student and faculty member. The two main papers will be due by midnight on the Saturday before the class session (see syllabus details below) so the instructor can combine them and distribute as the basis for discussion in the upcoming class. The point is to give each student a chance to develop her/his own ideas without reading the papers of other students while having time for everyone to read all the papers (and possibly others assigned) in preparation for the class discussion. Because writing is a critical skill that students need to be developing, the instructor will critique the papers not only for content, but also in terms of form, including grammar and syntax. Students for whom English is not their first language will be given some latitude, though the instructor will still mark errors to help with the learning process. Also, you may not double up on assignments for other classes, using the same paper for two classes.

The instructor may use a software package to test for plagiarism. Plagiarism is cheating and results in an automatic "F" for the assignment, and possibly the course. If you are unsure what constitutes plagiarism, find out. Here is a resource to help you. You may also ask the instructor for guidance. See these helpful resources:

- 1) <http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Pages/guides.aspx>
- 2) <http://writingcenter.unc.edu/handouts/plagiarism/>

Check all papers for typos. They will be counted against your grade as the rubric indicates. If this type of writing is unfamiliar to you or you need extra help, consult the writing center. They will give you guidance on all issues related to writing. Other students have found them very helpful. They have office hours at the health sciences library. You can make an appointment on line. See:

<http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>

Paper 1 (Due September 30, 2017 (11:59 pm) for discussion in class on October 3, 2017): Students will answer the question (3- 4 pages, double-spaced): What is public health? This paper should represent your original thinking and critical analysis; it is not a report on what others have said. Rather, it should clearly explain your view of the field and its conceptual underpinnings, clearly differentiating public health from related disciplines or ways of thinking. Hint: This assignment may sound easy, but many students find this the most challenging part of the course. Give yourself time to struggle with this paper.

Paper 2 (Due December 2, 2017, (11:59 pm) for discussion in class on December 5, 2017): Select one of the problem areas listed by the instructor and critically examine the evolution and future directions of public health

attention to the problem. This could be in domestic or global context or in the context of a specific nation other than the US. Please select a problem area that is not something you have already been deeply engaged in, but rather a topic that will stretch your learning in new directions. Include in your analysis, in separate sections the following elements: 1) critically analyze this topic as a public health issue; 2) how the approach to this issue has evolved over the past 50-100 years and reflects trends in conceptualizing the meaning of public health and understanding of the dynamics of the particular health problem; 3) consider what the major challenges are likely to be in the next 20-50 years as the characteristics of the problem and social and physical environments are changing and 4) explain how and why you think public health should/should not change its approach to the problem based on scientific and/or political and/or ethical concerns. All but section 4 should rely on considering literature and material that you cite. The fourth element is your own judgment. For this paper, you may go up to 10 pages (2-3 per section, double-spaced).

PUBLIC HEALTH TOPICS TO SELECT FROM FOR PAPER #2.

- Opioid poisoning
- Occupational exposures to toxins (make this more specific to certain toxins)
- Suicide
- PTSD among returning US veterans
- Preventing deaths in natural disasters (make this more specific by type of disaster)
- Child hunger (choose US or global)
- Refugee health
- Elder abuse
- Alcoholism
- Child labor
- Fluoridation and dental carries
- Child lead poisoning
- Dementia
- Breast cancer
- Tuberculosis
- Food borne illness

Grades:

Grades will be determined based on:

- 25% short papers (5% for each of five papers)
- 50% longer papers (25% for each)
- 25% discussion

Grading is done on the following scale: A=11; A-=10; B+=9; B=8; B-=7; C+=6; C=5; C-=4; D+=3; D=2; D-=1; F=0. Failure to turn in a paper on time results in an automatic F on that assignment, as does plagiarism.

Criteria for grading: Grading in this class is, by definition, subjective. However, I consider the following factors:

Papers: Logic of arguments; innovativeness; clarity of expression; scholarliness of approach, including appropriate use of references; extent to which the paper addresses the topic of the assignment. Proper grammar is expected. However, students for whom English is not their first language will be given lenience. It does NOT matter if the instructor (or anyone else) agrees with the arguments in your paper – only that they are clearly

reasoned, cogently presented, and focused on the assigned topic. Note that while the web is an appropriate source for some types of information (e.g. about governmental organizations), it is not considered an appropriate source for all types of information and should not replace the kind of information gleaned from peer-reviewed papers or books.

Discussion: Thoughtfulness of comments, demonstrating evidence of careful preparation and understanding of material; demonstration of ability to understand, appreciate, and critique alternative viewpoints; demonstration of active listening as well as participation; creative approaches to issues; asking insightful questions that help draw out others and/or clarify issues; helping to move the discussion along and keep it on track; being on time. Quality of discussion is much more highly valued than quantity, but everyone is expected to contribute. You must be there to contribute. I do not give individual grades per session, but absences will be noted and general quality of discussion over the course of the term. Quality of presentations also factor into this assessment.

Grading of short papers,: I am looking for evidence that you read the reading assignment and are comprehending the main points and are connecting to other ideas within the course and that you are presenting cogent questions for discussion. While I expect proper grammar and no typos, you don't need to worry about complete sentences (bullet points are fine) or using citations. These are intended to help guide your thinking as you read, keep your focus on the topic, and be ready for discussion in class.

Grading rubrics:

Points	Grade	Description of criteria, short papers
10-11	A or A-	All elements present, clearly explained, original ideas, significant and thoughtful questions that demonstrate understanding of issues in readings (quality of ideas and questions differentiates A from A-).
7-9	B-, B, B+	All elements present, explanation clear but lacking originality or careful thought, moderately interesting questions that demonstrate understanding of issues in the readings (quality of ideas and questions differentiates B-, B, B+).
4-6	C-, C, C+	All elements present, limited clarity in thinking or expression, weak questions that demonstrate less than full understanding of issues in the readings (quality of ideas and questions differentiates C-, C, C+).
1-3	D-, D, D+	Elements missing, lack of clarity in thinking or expression, weak questions that do not demonstrate understanding of issues in the readings (quality of ideas and questions differentiates D-, D, D+).
0	F	No paper turned in on time

Points	Grade	Description of criteria, long papers
11	A	Exceptionally well reasoned arguments that are on point regarding topic, clearly demonstrates original thinking at a high level of thought, uses knowledge from course and elsewhere, clearly written, proper use of citations, no grammatical errors, no typos
10	A-	Very well reasoned arguments that are on point regarding topic and draw knowledge from course and elsewhere, demonstrates original thinking, clearly written, proper use of citations, no grammatical errors, no typos

9	B+	Reasoned arguments on point regarding topic, that are presented with clarity, evidence of original thinking proper use of citations, no grammatical errors, no typos
8	B	Clear arguments on point regarding topic, evidence of original thinking, clearly expressed with minimal errors in citation, grammar, no typos
7	B-	Moderately clear arguments, but considerable room for improvement in reasoning or presentation, evidence of original thinking, less clearly written, minimal errors in citation, grammar, typos
6	C+	Limited basis for arguments, limited evidence of original thinking, problems with clarity of expression and/or errors in citation, grammar, typos
5	C	Limited basis for arguments, hard to find evidence of original thinking, problems with clarity of expression and/or errors in citation, grammar, typos
4	C-	Few points well argued, limited evidence of original thinking, problems with clarity of expression and/or significant errors in citation, grammar, typos
3	D+	Poorly argued, little evidence of original thinking, problems with clarity of expression and/or significant errors in citation, grammar, typos
2	D	Poorly argued, almost no evidence of original thinking, significant problems with clarity of expression and/or significant errors in citation, grammar, typos
1	D-	Poorly argued, no evidence of original thinking, significant problems with clarity of expression and/or significant errors in citation, grammar, typos
0	F	Paper not submitted on time, little or no content included, incoherent paper

Course Materials:

There are two books for this course:

- Rosen G. A History of Public Health. Baltimore, MD, Johns Hopkins University Press, 1993 (Expanded edition). See: https://books.google.com/books/about/A_History_of_Public_Health.html?id=DTwfuJ8iECMC
- Rose G. Khaw KT, Marmot M. Rose's Strategy of Preventive Medicine (with commentary by Khaw K and Marmot M). Oxford, England; Oxford University Press, 2008. See: <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780192630971.001.0001/acprof-9780192630971>

All other required and recommended readings are available on CANVAS. Student papers will be shared via CANVAS as described above. Recommended readings appear in a separate module at the end of the list of modules.

Special Needs:

If you have special needs and wish to request accommodations, please contact the Office of Disability Resources and Services (DRS) located in Building 500, Room W1103. DRS staff will assist in determining reasonable accommodations as well as coordinating the approved accommodations. Contact information: Phone: 303-724-5640; Fax: 303-724-5641; Email: sherry.holden@cudenver.edu. Please also talk with the instructor about any needs or concerns.

Academic Conduct Policy:

All students are expected to abide the Honor Code of the Colorado School of Public Health. Unless otherwise

instructed, all of your work in this course should represent completely independent work. Students are expected to familiarize themselves with the Student Honor Code that can be found at http://www.ucdenver.edu/academics/colleges/PublicHealth/Academics/academics/Documents/PoliciesHandbooks/CSPH_Honor_Code.pdf or the Student Resources Section of the CSPH website. Any student found to have committed acts of misconduct (including, but not limited to cheating, plagiarism, misconduct of research, breach of confidentiality, or illegal or unlawful acts) will be subject to the procedures outlined in the CSPH Honor Code.

SESSION / DATE	TOPIC / READINGS/Written Assignments/Preparation for Class Discussions
<p>SESSION 1</p> <p>August 29, 2017</p>	<p>Introduction to the course, general concepts</p> <p><u>OBJECTIVES:</u> As a result of this session, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify elements of the course; 2. Articulate strategies and approaches for conducting this course; and 3. Consider dilemmas in defining public health through an in-class exercise. <p><u>REQUIRED READING:</u></p> <ul style="list-style-type: none"> • Fee E. Editorial: Why History? <i>American Journal of Public Health</i>. November 1997, Vol. 87, 1763-1764.
<p>September 9, 2017(11:59pm)</p>	<p>Short paper due: In ≤ 1 page (single spaced), do the following:</p> <ul style="list-style-type: none"> ➤ Summarize the major conceptual points represented in the readings for September 12 (bullet points are fine) ➤ Pose 3-4 questions related to the readings for discussion in class (you do not need to try and answer these questions in the paper)
<p>SESSION 2</p> <p>September 12, 2017</p>	<p>History and Concepts of Public Health (Part 1)</p> <p><u>OBJECTIVES:</u> As a result of this session, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify important issues that have shaped Western public health practice and research. 2. Consider the relationship between the development of public health and related disciplines. <p><u>REQUIRED READINGS:</u></p> <ul style="list-style-type: none"> • Rosen, G. (1993). <u>A History of Public Health</u>. Baltimore: Johns Hopkins University Press. (Preface and Chapters 1-6; pages xxxiv-269)
<p>September 23, 2017 (11:59pm)</p>	<p>Short paper due: In ≤ 1 page (single spaced), do the following:</p> <ul style="list-style-type: none"> ➤ Summarize the major conceptual points represented in the readings for September 26 (bullet points are fine) ➤ Pose 3-4 questions related to the readings for discussion in class (you do not need to try and answer these questions in the paper)

<p>SESSION 3</p> <p>September 26, 2017</p>	<p>History and Concepts of Public Health (Part 2)</p> <p><u>OBJECTIVES:</u> As a result of this session, students will be able to:</p> <ul style="list-style-type: none"> • Identify important issues that have shaped Western public health practice and research. • Consider the relationship between the development of public health and related disciplines. <p><u>REQUIRED READINGS:</u></p> <ul style="list-style-type: none"> • Rosen, G. (1993). <u>A History of Public Health</u>. Baltimore: Johns Hopkins University Press. (Chapters 7-8, pages 267-472) • Fee E, Brown TM. The Unfulfilled Promise Of Public Health: Déjà Vu All Over Again: We have not learned the lessons of our public health history. <u>Health Affairs</u>. 2002. Vol 21(6): 31-43.
<p>September 30, 2017 (11:59pm)</p>	<p>Longer Paper #1 due: <i>Answer the question (3- 4 pages): What is public health? This paper should represent your original thinking and critical analysis; it is not a report on what others have said. Rather, it should clearly explain your view of the field and its conceptual underpinnings, differentiating public health from related disciplines or ways of thinking.</i></p>
<p>Preparing for class (read papers distributed on October 1): <i>Read each paper and come to class having jotted down some questions about individual papers and the papers collectively to stimulate discussion. These questions will not be turned in, but should guide the discussion. Be prepared to make critical observations (this is not the same as criticism) about each paper and the issues raised, whether you agree or disagree with them. The point is to stimulate interesting, lively, and conceptually challenging discussions.</i></p>	
<p>SESSION 4</p> <p>October 3, 2017</p>	<p>Discussion of student paper #1: What is public health?</p> <p><u>OBJECTIVES:</u> As a result of this session, students will be able to:</p> <ol style="list-style-type: none"> 1. Derive and defend their own definitions of public health 2. Critically analyze the definitions put forward by their colleagues. <p><u>REQUIRED READING:</u> Student papers</p>
<p>October 14, 2017 (11:59pm)</p>	<p>Short paper due: In \leq 1 page (single spaced), do the following:</p> <ul style="list-style-type: none"> ➤ Summarize the major conceptual points represented in the readings for October 17 (bullet points are fine) ➤ Pose 3-4 questions related to the readings for discussion in class (you do not need to try and answer these questions in the paper)
<p>SESSION 5</p>	<p>History and Concepts of Public Health (Part 3)</p>

<p>October 17, 2017</p>	<p><u>OBJECTIVES:</u> As a result of this session, students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify important issues that have shaped Western public health practice and research. ▪ Consider the relationship between the development of public health and related disciplines. <p><u>REQUIRED READING:</u></p> <ul style="list-style-type: none"> ▪ Brandt AM, Gardner M. (2000). Antagonism and Accommodation: Interpreting the Relationship Between Public Health and Medicine in the United States During the 20th Century. <u>American Journal of Public Health</u>. 90(5): 707-715. ▪ Fairchild AL, Rosner D, Colgrove J, Bayer R, and Fried LP. The EXODUS of Public Health -- What History Can Tell Us About the Future. <u>Am J Public Health</u>. 2010; 100: 54-63. ▪ McKinlay JB , Marceau LC. To boldly go... <u>Am J Public Health</u>. 2000; 90:25–33) 1075-1085. <p>RECOMMENDED READINGS:</p> <ul style="list-style-type: none"> ▪ Ward JW, Warren C (Eds). <u>Silent Victories: The History and Practice of Public Health in Twentieth Century America</u>. New York, Oxford University Press, 2007.
<p>Due October 28, 2017 (11:59pm)</p>	<p>Short paper due: In one page (single spaced), do the following:</p> <ul style="list-style-type: none"> ➤ Summarize the major conceptual points represented in the readings for October 31 (bullet points are fine) ➤ Pose 3-4 questions related to the readings for discussion in class (you do not need to try and answer these questions in the paper)
<p>SESSION 6</p> <p>October 31, 2017</p>	<p>History and Concepts of Public Health (part 4)</p> <p><u>OBJECTIVES:</u> As a result of this session, students will be able to:</p> <ul style="list-style-type: none"> ▪ Critically analyze selected issues in contemporary public health concepts and practices. <p><u>REQUIRED READING:</u></p>

	<ul style="list-style-type: none"> ▪ Susser M, Susser E. (1996). Choosing a Future for Epidemiology: I. Eras and Paradigms. <u>American J. of Public Health</u>.1996;86:667-673. ▪ Susser M, Susser E. (1996). Choosing a Future for Epidemiology:II From Black Box to Chinese Boxes and Eco-Epidemiology. <u>American J. of Public Health</u>. 1996: 86:674-677 ▪ Wing S. (2016). Science for Reducing Health Inequities Emerges from Social Justice Movements. <u>New Solutions: A Journal of Environmental and Occupational Health Policy</u>. 26(1):103-114. ▪ Kreiger N. (2015) Public Health, Embodied History, and Social Justice: Looking Forward. <u>Interneational J. of Health Services</u>. 4594): 587-600. <p><u>RECOMMENDED READING:</u></p> <ul style="list-style-type: none"> ▪ Shy C. (1997). The failure of academic epidemiology: witness for the prosecution. <u>Amer J. of Epidemiology</u>. 6(145):479-484. ▪ Loomis D, Wing S. (1999) Is Molecular Epidemiology a Germ Theory for the End of the Twentieth Century? <u>International J. of Epidemiology</u>. 19(1): 1-3. ▪ Kreiger N. (2001). Theories for social epidemiology in the 21st century: an ecosocial perspective. <u>International J. of Epidemiology</u>. 30: 668-677. ▪ Kreiger N. (1994). Epidemiology and the web of causation: has anyone seen the spider? <u>Social Science and Medicine</u>. 39(7): 887-903. ▪ Jeffrey RW. (1989). Risk Behaviors and Health. <u>American Psychologist</u>. 44(9): 1194-1202
<p>November 11, 2017 (11:59pm)</p>	<p>Short paper due: In one page (single spaced), do the following:</p> <ul style="list-style-type: none"> ➤ Summarize the major conceptual points represented in the readings for November 14 (bullet points are fine) ➤ Pose 3-4 questions related to the readings for discussion in class (you do not need to try and answer these questions in the paper)

<p>SESSION 7</p> <p>November 14, 2017</p>	<p>Strategies of Preventive Medicine, Part 1</p> <p><u>OBJECTIVES:</u> As a result of this session, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and discuss major points in the book <u>Strategies of Preventive Medicine</u>. <p><u>REQUIRED READING:</u></p> <ul style="list-style-type: none"> • Rose, G. (1992). <u>Strategies of Preventive Medicine</u>. New York: Oxford Press.
<p>November 25, 2017</p>	<p>No written assignment over Thanksgiving break. . But, come prepared for discussion about two things:</p> <ol style="list-style-type: none"> 1) Think about examples in your area of interest as they relate to Rose’s thesis and come prepared to discuss the example with the class; 2) Review your answers to exercise from the first day and think about how your perspectives may have changed and/or new arguments or insights about points you made in that exercise.
<p>SESSION 8</p> <p>November 28, 2017</p>	<p>Strategies of Preventive Medicine, Part 2</p> <p><u>OBJECTIVES:</u> As a result of this session, students will be able to:</p> <ol style="list-style-type: none"> 1. Apply major points in the book <u>Strategies of Preventive Medicine</u>. 2. Examine their own ideas of the nature of public health <p><u>REQUIRED READING:</u></p> <ul style="list-style-type: none"> • Allebeck P. (2008). The prevention paradox or the inequality paradox? Eur J Public Health (2008) 18 (3): 215. • Charlton BG (1995). A Critique of Geoffrey Rose’s “Population Strategy” for Preventive Medicine. J. of the Royal Society of Medicine. 88: 607-610. • Frohlich KL, Potvin L. (2008) . The Inequality Paradox. The Population Approach and Vulnerable Populations. Amer. J. of Public Health. 98: 216-21.
<p>December 2, 2017 (11:59pm)</p>	<p>Paper 2: Select one of the problem areas listed by the instructor and critically examine the evolution and future directions of public health attention to the problem. This could be in domestic or global context or in the context of a specific nation other than the US. Please select a problem area that is not something you have already been deeply engaged in, but rather a topic that will stretch your learning in new directions. Include in your analysis, in separate sections the following elements: 1) critically analyze this topic as a</p>

	<p>public health issue; 2) how the approach to this issue has evolved over the past 50-100 years and reflects trends in conceptualizing the meaning of public health and understanding of the dynamics of the particular health problem; 3) consider what the major challenges are likely to be in the next 20-50 years as the characteristics of the problem and social and physical environments are changing and 4) explain how and why you think public health should/should not change its approach to the problem based on scientific and/or political and/or ethical concerns. All but section 4 should rely on considering literature and material that you cite. The third element is your own judgment. For this paper, you may go up to 10 pages (2-3 pages per section, double-spaced).</p>
<p>Preparing for class:</p> <ol style="list-style-type: none"> 1) <i>Read each paper and come to class having jotted down some questions about individual papers and the papers collectively to stimulate discussion. These questions will not be turned in, but should guide the discussion. Be prepared to make critical observations (this is not the same as criticism) about each paper and the issues raised, whether you agree or disagree with them. The point is to stimulate interesting, lively, and conceptually challenging discussions. In class, each student will be called on to lead the critique of one paper.</i> 2) <i>Prepare a 2-3 minute overview of the main points in your paper that you feel will most illuminate discussion of your paper. Give particular focus to major shifts in thinking about the issue over time and dilemmas going forward. This is NOT a powerpoint presentation – just verbal.</i> 	
<p>SESSION 9</p> <p>December 5, 2017</p>	<p>Discussion of student paper #2</p> <p><u>OBJECTIVES:</u> As a result of this session, students will be able to critically examine selected health problems and the public health approach to them over time.</p> <p><u>REQUIRED READING:</u> Student papers</p>