



Course Title: From Plagues to Progress: Exploring Public Health in London**Program and Date:** London Signature Summer 2025**Academic Department:** Environmental & Public Health, Administration, and Medical Sciences**Instructor Name:** Dr. Laurel Schwartz**Instructor Email and Phone:** laurel.schwartz@eku.edu 859-622-3078**Get to Know Your Professor**

Dr. Laurel M. Schwartz is the program coordinator for the B.S. in Public Health program at Eastern Kentucky University. She is also an associate professor. She has nearly 15 years of public health experience with work in health behavior, planning and evaluation, and workforce development. Dr. Schwartz completed her undergraduate degree in health care administration, her Masters of Public Health in Health Education and her DrPH in Health Behavior. Dr. Schwartz loves to travel and explore new places.

Course Description

Re-live some of the world's most unique and historical health events in this class designed for students seeking to improve their knowledge and application of public health skills. Using London as our classroom, we will visit sites that focus on historic episodes in health, such as the Old Operating Theatre and the Florence Nightingale Museum, while taking walking tours focused on dreaded plague outbreaks and the breakthrough event in eradicating cholera. In addition to visiting the Roman Baths in Bath to reflect on ancient health practices and to exploring a wartime hospital in the cliffs of Dover, the class will also tour a modern British hospital to complete our study of how early public health has evolved into contemporary practices and how those compare to public health in the USA.

Course Level

Undergraduate



Prerequisite(s)

None

Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

1. identify differences in healthcare delivery components including financing, access, and delivery of services.
2. describe examples of how history has influenced modern public health practices in the United Kingdom and in the United States.
3. identify how cultural and historical beliefs have shaped knowledge of public health and healthcare and resulting current public health and healthcare policies.
4. engage in meaningful self-reflection and self-awareness of how their culture and environment influence their perspectives on health and healthcare.

Required Readings and Materials

Selected chapters from: Carney, J. K. (2023). *A History of Public Health: From Past to Present* (1st ed.). Burlington, MA. Jones & Bartlett Learning, ISBN 978-1-284-111774.

What was medieval and Renaissance medicine? *Medical News Today*. Published 2018. Updated 2023. Accessed from: <https://www.medicalnewstoday.com/articles/323533>.

Poor Law Reform. *Reforming Society in the 19th Century* website. Published 2017. Updated 2017. Accessed from: <https://www.parliament.uk/about/living-heritage/transformingsociety/livinglearning/19thcentury/overview/poorlaw/>.

Morley I. City chaos, contagion, Chadwick, and social justice. *Yale J Biol Med*. 2007 Jun;80(2):61-72. PMID: 18160991; PMCID: PMC2140185. Accessed from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2140185/#:~:text=In%201842%2C%20a%20civil%20servant,the%20world's%20first%20industrial%20society>.

Shattuck Report. American Academy of Sanitarians. Accessed from: <https://aaosi.wildapricot.org/Resources/Documents/shattuck.pdf>.

Davis, DL, Bell ML, Fletcher T. A look back at the London smog of 1952 and the half century since. *Environ Health Perspect*. 2002; 110(12): A734-735. Accessed from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1241116/pdf/ehp0110-a00734.pdf>.

Gawande, A. Is Health Care a Right? *The New Yorker*. U.S. Journal. October 2, 2017 Issue. Accessed from: <https://www.newyorker.com/magazine/2017/10/02/is-health-care-a-right>.



The Best Health Care? American & the World. PBS News hour. August 31, 2020. Accessed from: <https://www.pbs.org/newshour/series/the-best-health-care-america-the-world>.

KFF. Summary of the Affordable Care Act. 2013. Published 2013. Access from: <https://www.kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>.

The Commonwealth Fund. International Health Care System Profiles: England. 2020. Accessed from: <https://www.commonwealthfund.org/international-health-policy-center/countries/england>.

The Commonwealth Fund. International Health Care System Profiles: United States. 2020. Accessed from: <https://www.commonwealthfund.org/international-health-policy-center/countries/united-states>.

Assignments and Grades

Evaluation Criteria:	
Self Assessment:	50 points
Reading and Discussion Board:	100 points
Intro to London Assignment:	100 points
Attendance/Participation:	100 points
Reflective Journals:	250 points
Final Topic Paper:	300 points
Final Reflective Discussion:	100 points
Total	1000 points

Grading Scale

The following scale will be used to compute your grade.

Grade Scale (Point Breakdown):
A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
E = 59% & Below

Onsite Learning Experiences and Activities

Onsite learning experiences in this class will likely include the following site visits. This is a tentative list which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.

- Walking tour of Broad Street Pump & John Snow Pub:
- Guided tour of Royal College of Physicians Museum & Gardens
- Old Operating Theatre
- Royal Hospital Chelsea tour
- Royal Society for Public Health
- Florence Nightingale Museum
- Self-discovery day: Groups of students explore London, find a historical monument/building relevant to how history and cultural beliefs inform knowledge about health and resulting public health policies and medical practice in England. Students will share their findings with other students.
- British Red Cross museum
- Guided walking tour with Discover Medical London
- Dover Castle and underground hospital
- Roman Baths at Bath

Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including for ill health, will require documentation to be excused.

Attendance and Participation-10%: An unexcused absence will result in a letter grade reduction to the final course grade or an assignment at the discretion of faculty. It is the responsibility of the student to seek prior approval for excused absences (e.g., ill health) from course faculty. Participation in this course is not only judged based on attendance, but also active engagement in discussions and field trips and displaying initiative and imagination as a class member. Points will be granted for students' participation in course activities.

Academic Integrity Policy

ACADEMIC HONESTY:

Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.



Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she will investigate the instance. The faculty member will then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags/belongings.

Disability Accommodation

CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.

Title IX Policy

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

Statement about Final Syllabus

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.