

# HIS 366N/AFR 372D

## GLOBAL HISTORY OF DISEASE

Fall 2018

Prof. Osseo-Asare



### Course Overview:

This course introduces major themes in the history of medicine through the lens of disease. It focuses on two questions: How have people defined well-being? How have they responded to illness? The course considers major diseases to understand their multiple meanings across time and space including: plague, cholera, influenza, sleeping sickness, PTSD, AIDS and malaria. Themes to be considered include changing theories of disease causality, the development of international public health policy, social understandings of the body, and the growth of the pharmaceutical industry. The course emphasizes the roles governments, medical practitioners, and patients play in the social construction of disease and health. Case studies from Brazil, India, South Africa and the United States will be analyzed through readings, lectures and films.

### Course Goals:

Primarily, this course aims to equip participants with tools for reading and researching about the past. Course participants will learn how to use news reports as sources of historical evidence.

Second, it provides a useful introduction to medical history across cultures for those considering a career in medicine or public health. It shows how people define illness according to particular social and cultural categories overtime. Through specific case studies, the course provides participants with an historical framework to interpret current debates in health policy and disease management.

### Flags:

Global History of Disease has been designated as a UT Global Cultures Flag course. The purpose of a Global Cultures Flag course is “to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.”

### Books:

Required: Charles Rosenberg, *The Cholera Years: The United States in 1832, 1849, and 1866* – buy at UT Co-op; also available as an e-book through UT library

Required: Susan Kent, *The Influenza Pandemic (1918-19): A Brief History with Sources* - buy at UT Co-op

Recommended: Mary J. Dobson, *Disease: The Extraordinary Stories behind History's Greatest Killers* – (out of print) portions available on Canvas, Please do not buy expensive second hand copies

Additional Course Readings available online (see canvas) and distributed in class.

### Assignments:

Course participants will complete three historical writing exercises of around 4 pages each or 1000 words each (50%) and take one in-class exam (35%). Also included in the final grade are class attendance, presentations, and participation in course discussions (15%). Assignments are graded on historical accuracy, original argument, attention to class topics and readings, use of evidence, and attention to changes in medical ideas over time.

Late papers are not accepted. Plagiarism and sloppy citations result in a failing grade.

Writing Exercise #1 (15 points)

Writing Exercise #2 (15 points)

Writing Exercise #3 + Presentation (20 points)

In-Class Exam (35 points)

Attendance and Participation (15 points)

### Grading Scale:

A 93-100%

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D 69-60%

Failing: Below 60%

Syllabus (version August 29, 2018, subject to change)

\*\*Check canvas for links to readings, updates and changes. Additional readings will be distributed in class.

Week	Topic	Readings	Study Questions & Assignments
Week 1 Wed Aug 29	No class (Professor at 4S conference in Australia)	Start reading Charles Rosenberg, <i>The Cholera Years</i>	
Week 2 Monday Sep 3 Wed Sep 5	Mon: No class (Labor Day)  Wed: Introduction to India, South Africa, Brazil and the United States: Why study the history of disease in a global context?	Charles Rosenberg, <i>The Cholera Years</i> , pp. 1-100.	<u>Study Question</u> : What did health look like in India, Brazil, South Africa and the United States in the nineteenth century?
Week 3 Mon Sep 10 Wed Sep 12	Cholera in India & the United States	Charles Rosenberg, <i>The Cholera Years</i> , pp. 101-242.  Dobson, 'Cholera,' in <i>Disease</i> , pp. 44-53.	<u>Study Question</u> : What were some of the similarities and differences between cholera in India and the United States in the 19 <sup>th</sup> century?  Looking ahead: <u>Historical Writing Exercise # 1: Cholera Years</u>  Write a 4 page paper in which you analyze how Rosenberg used newspaper articles to reconstruct past events in <i>Cholera Years</i> . Find copies of at least two of the newspaper articles he cites and include them with your paper. Include a description of how you found the articles. <u>Due Friday Sep 28</u> .
Week 4 Mon Sep 17 Thurs Sep 19	Plague in Brazil & South Africa	Dobson, 'Plague', in <i>Disease</i> , pp. 8-19.  'Brazil: History and Treatment of Plague in Rio de Janeiro' in <i>Public Health Reports</i> Vol. 19,	<u>Study question</u> :  What did people in Brazil and South Africa think caused Bubonic Plague in 1901-1904?

		<p>No. 22 (May 27, 1904), pp. 1058-1061.</p> <p>Myron Echenberg, 'Pestis Redux: The Initial Years of the Third Bubonic Plague Pandemic, 1894-1901' <i>Journal of World History</i>, Vol. 13, No. 2 (Fall, 2002), pp. 429-449.</p>	
<p>Week 5</p> <p>Mon Sep 24</p> <p>Wed Sep 26</p>	<p>Parasitology I:</p> <p>Malaria in India &amp; the Americas</p>	<p>Dobson, 'Malaria,' in <i>Disease</i>, pp. 84-93.</p> <p>Bruce-Chwatt, L. J., Ronald Ross, and Surgeon-Major Smyth. "Transmission Of Malaria: 75th Anniversary Of Ronald Ross's Great Discovery." <i>The British Medical Journal</i> 3, no. 5824 (1972): 464-66.</p> <p>Barber, M. A. "The History of Malaria in the United States." <i>Public Health Reports (1896-1970)</i> 44, no. 43 (1929): 2575-87.</p>	<p><u>Study question:</u> What parts of the world suffer from malaria today, and which countries suffered in the past?</p> <p><u>Historical Writing Exercise #1 due on Canvas Friday Sep 28.</u></p>
<p>Week 6</p> <p>Mon Oct 1</p> <p>Wed Oct 3</p>	<p>Parasitology II:</p> <p>Sleeping Sickness in Africa and the Americas</p>	<p>Dobson, 'African Trypanosomiasis,' in <i>Disease</i>, pp. 94-101.</p> <p>'Sleeping Sickness Expedition,' <i>The British Medical Journal</i>, Vol. 1, No. 2419 (May 11, 1907), p. 1139.</p> <p>Perleth, 'The Discovery of Chagas' disease and the formation of the early Chagas' disease concept,' <i>History and Philosophy of the Life Sciences</i>, vol. 19, no. 2 (1997), pp. 211-236.</p>	<p><u>Study question:</u> Why were Parasitologists so powerful at the beginning of the Twentieth century?</p> <p><u>Looking ahead to Historical Writing Exercise #2 (due Oct 12):</u></p> <p>Write a 4 pages/ 1000 words fictional short story on the outbreak of Influenza in a specific country. Select three documents from Kent, <i>The Influenza Pandemic</i>, to inspire your story. Consider for instance how flu entered the country, how people understood it at the time and dealt with it. Try to make it as exciting as possible, you may have to be</p>

			creative and use your imagination to recreate what it was like to experience flu during the period.
Week 7 Mon Oct 8 Wed Oct 10	Global Pandemics: Influenza and Polio	Dobson, 'Influenza.'  Susan Kent, <i>The Influenza Pandemic</i>  .	<u>Study Question:</u> How can we understand the history of the Global Influenza Pandemic using newspaper articles?  <u>Historical Writing Exercise #2 due Friday Oct 12.</u>
Week 8 Mon Oct 15 Wed Oct 17	Family Planning in India and the United States	Dobson, 'Syphilis,' in <i>Disease</i> , pp. 28-35.  Excerpts from writings of Margaret Sanger and Mahatma Gandhi (in class)  Gwatkin, "Political Will and Family Planning: The Implications of India's Emergency Experience," <i>Population and Development Review</i> , Vol. 5, No. 1 (Mar., 1979), pp. 29-59.	Study Question: How did people manage fertility in India and the United States during the 20th century?  Begin reviewing for Exam Wed Oct 31.
Week 9 Mon Oct 22 Wed Oct 24	Trauma and Madness: From Railway Spine to PTSD	Erichsen, <i>On railway and other injuries of the nervous system</i> (1867), pp. 43-61 (in class)  'Post-traumatic Stress Disorder (PTSD),' <i>DSM III-R</i> (1989)  Wilson, "The historical evolution of PTSD diagnostic criteria: From Freud to DSM-IV," <i>Journal of Traumatic Stress</i> , 1994, Vol. 7, No. 4, pp. 681-698.	<u>Study Question:</u> How did PTSD become a recognized disease?  Begin reviewing for Exam Wed Oct 31.
Week 10 Mon Oct 29	Mon: Review	The In-Class Exam will include	<u>Exam Wed Oct 31:</u>  Look over the study questions from

Wed Oct 31	Wed: In-Class Exam	<p>a) key word definitions</p> <p>b) a choice of essay questions on the history of one or more disease(s) in one or more countries.</p>	<p>each week and practice writing answers to them. Also study the keywords and timelines from lecture handouts.</p> <p>Exam format:</p> <p>Choice of keywords to select from a list to define</p> <p>List of events to put in chronological order</p> <p>Choice of short essay questions to answer</p>
<p>Week 11</p> <p>Mon Nov 5</p> <p>Wed Nov 7</p>	AIDS before 1994	<p>Dobson, 'AIDS,'</p> <p>Parker "Acquired Immunodeficiency Syndrome in Urban Brazil," <i>Medical Anthropology Quarterly</i>, New Series, Vol. 1, No. 2 (Jun., 1987), pp. 155-175.</p>	<p><u>Study question:</u> How did HIV+ individuals overcome stigma and redefine the disease before antiretrovirals?</p> <p>Looking ahead: <u>Historical Writing Exercise # 3 Health in the News (topic due on Canvas Mon Nov 19, final paper due on Canvas Friday December 7 )</u></p> <p>Write a four page paper on the history of a disease outbreak in India, South Africa, Brazil or the United States. Use at least 3 newspaper articles from the time to chart changes in the public response over time.</p> <p>-or-</p> <p>Design a public health intervention to educate the public about an emerging disease such as Zika. You may write up a 4 page proposal, or write a page about your intervention and develop a poster, video, play or other campaign that can be shared over the web (and uploaded to</p>

			Canvas!).
<p>Week 12</p> <p>Mon Nov 12 (no class)</p> <p>Wed Nov 14</p>	<p>Mon: No class</p> <p>Wed: AIDS after 1994</p>	<p>Stephanie Nolen, <i>28 Stories of AIDS in Africa</i>, excerpts</p>	<p><u>Study question</u>: How did access to antiretrovirals impact the response to AIDS in different countries?</p> <p><u>For Historical Writing Exercise #3</u></p> <p><u>Health in the News</u>:</p> <p>Type up a title for your exercise that provides clues to the time period, disease, and location.</p> <p>Type up one question you hope to answer in your paper, or develop in your public health project.</p> <p>Scan/download the 3 newspaper articles you hope to use.</p> <p><u>Title and Sources Due on Canvas</u></p> <p><u>Fri Nov 16.</u></p>
<p>Week 13</p> <p>Mon Nov 19</p> <p>Wed Nov 21</p>	<p>Mon: Ebola</p> <p>Wed: No class (Thanksgiving break)</p>	<p>'Ebola haemorrhagic fever in Zaire 1976,' <i>Bulletin of the World Health Organization</i> 56 (2): 271-293</p> <p><a href="http://www.cdc.gov/vhf/ebola/outbreaks/history/distribution-map.html">http://www.cdc.gov/vhf/ebola/outbreaks/history/distribution-map.html</a></p> <p>Additional readings to be distributed.</p>	<p>Work on presentations and writing exercise #3.</p>
<p>Week 14</p> <p>Mon Nov 26</p> <p>Wed Nov 28</p>	<p>Student Presentations</p>	<p>This week, course participants have an opportunity to discuss their writing exercise.</p> <p>They can explain the question they hope to answer and what the sources tell us about how people understood the disease in their chosen country and time period</p>	<p>How does the history of a disease shape the news and how does the news shape the history of a disease?</p>

<p>Week 15</p> <p>Mon Dec 3</p> <p>Wed Dec 5</p>	<p>Student Presentations</p>	<p>This week, course participants have an opportunity to discuss their writing exercise.</p> <p>They can explain the question they hope to answer and what the sources tell us about how people understood the disease in their chosen country and time period.</p>	<p>How does the history of a disease shape the news and how does the news shape the history of a disease?</p> <p><u>Final Writing exercise due on Canvas Friday Dec 7.</u></p>
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