

History of Public Health (HILD 30)
Winter Quarter 2017
MWF 12-12:50pm, Warren Lecture Hall
Professor Claire Edington

Professor Edington's contact info:

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Office hours: Mondays 2-4 pm, Thursdays 1-2 pm or by appointment

TAs: Patricia Marcos (pmarcos@ucsd.edu) --- Wednesday sections (10-10:50 am and 11-11:50 am)
Nicole Letourneau (nrletour@ucsd.edu) --- Wednesday sections (4-4:50pm and 5-5:50 pm)
Gibran Guido (gguido@ucsd.edu) --- Friday sections (1-1:50 pm and 2-2:50 pm)

Welcome! This course explores the history of the global expansion of disease. By studying epidemics throughout human history - from the plague of Athens to Ebola - this course encourages students to think about the dynamics of globalization from a historical perspective. We will examine the relations between epidemics and warfare, colonial empires, and the growth of global trade networks, and consider how societies in different times and places have responded to the appearance (or threat) of epidemics. The course is divided into three main units: the first unit examines early epidemics (including plague and small pox) and the globalization of disease as the result of emerging trade networks and exploration. The second unit will explore the rise of modern states in the 19th century and the need for new kinds of strategies to protect the public's health. The third unit will focus on the twentieth century, particularly on attempts to eradicate disease throughout the globe, the rise of international organizations, and the (re)-emergence of diseases such as HIV/AIDS, SARS and Ebola.

Over the course of the quarter, students will learn how to think and write like historians by engaging with both primary texts and reading seminal works in the field. In-class activities will develop a "tool kit" with which students will learn how to analyze and interpret historical documents. Students will be asked to interpret these primary sources within their specific historical context, as well as to situate these sources within the broader themes from the course. Students will also learn how to ask good historical questions and to write well-reasoned, persuasive, empirically sound, essays. We will develop these skills throughout the course of the quarter using the work of other historians as models for developing narratives, constructing arguments, and appropriately citing sources. In particular, students will be asked to draw connections between the historical literature and contemporary debates, and to consider how our understanding of the past can be used as a tool for thinking about the future direction of policy.

Learning Objectives. At the end of this course, students will be able to:

- 1) **Describe** the relationship between epidemics and warfare, colonial empires, the rise of the modern state and the growth of global trade networks in world history
- 2) **Identify** the social, political and cultural factors that have shaped responses to pandemics over time
- 3) **Think and write like historians** by engaging with both primary texts and reading seminal works in the field. Students will also learn how to ask good historical questions and to write well-reasoned, persuasive, empirically sound, essays.
- 4) **Evaluate** how our understanding of the past can be used as a tool for thinking about the future direction of policy.

Requirements:

Attendance (10%). Please arrive to class on time. Attendance at both lecture and section is mandatory. Absences will seriously jeopardize your ability to succeed in this class.

Class participation (10%). Credit for participation will be relatively easy to get and you do *not* have to talk more than other people to get all ten points. This class is geared towards active and participatory learning, which means you need to show up prepared to discuss the assigned reading. You will be asked at various points as an individual, pair or group in lecture and discussion section to contribute your insights and questions. Participation credit will also be earned through a series of pop quizzes and in-class activities for which you will be graded and for which absences will further count against your participation grade.

Reading responses (20%). You are required to submit 6 reading responses during the quarter, starting Week 2. Responses must be 2-3 paragraphs (approx. 600 words), single-spaced and submitted through the TED website by **9 pm** the day before your section in order to receive credit. Your response should engage directly with at least one aspect of the week's reading that you found especially interesting, and relate back to some of the main themes of the course.

Essay. (25%) You will be expected to write one essay due on Monday, February 6th at NOON. Students will be given a prompt in class two weeks in advance of the paper deadline, as well as a grading rubric for the assignment. The prompt will take the form of a question or a particular theme that will serve as the focus of the paper. Your paper must be 5-7 pages, double spaced, one inch margins, 12 pt Times New Roman font. The paper should include a separate cover page (not counted toward the page total) that includes the student's name and TA, the course title and number, as well as the title of the paper. All sources must be appropriately cited. Papers must be submitted through the "Turn It In" function on the TED site.

Final Exam (35%) - The final exam will be held on **Wednesday, March 22nd from 11:30 am-2:30 pm**. The exam will be cumulative, drawing on readings, course lecture and discussion from the entire quarter.

Opportunities for extra credit: There will be a film screening of "How to Survive a Plague" during Week 8 (details to follow). If you attend and write a review of the film, I will also give you bonus points. Other opportunities to earn extra credit may pop up over the course of the semester.

Grades.

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+ 67-69	D 63-66	D- 60-62	F 0-59

Policies.

Academic Honesty

All written material must be the original work of the student. Any words and ideas that are taken from the work of others must be cited appropriately. Any student found to be plagiarizing will face disciplinary action. Please see Student Conduct Code: https://students.ucsd.edu/student-life/_organizations/student-conduct/regulations/22.00.html#VII for more information.

Deadlines

All deadlines are firm. Except in the case of medical or family emergency or religious observance, I give no individual extensions. If, due to such an emergency, you cannot meet a deadline, please contact me as soon as possible so that we may work out an alternative schedule. A late paper will be marked down by a third of a letter grade for every 24 hours that it is late.

Classroom Conduct and Technology.

Please be respectful to your fellow students. We will be talking about some sensitive issues during this course and we may not all share the same opinions. Listen and speak your mind with mutual respect. If you feel like anyone's participation in the class, including your own, is being impeded, please come speak with me.

Please turn off all cell phones when entering the class. Laptop use is prohibited, except for the first two rows of the classroom where laptops are allowed for taking notes only. All Powerpoint slides will be posted to the TED course site after lecture.

Communication.

Please make sure to double check the syllabus for any questions related to class policies and deadlines. Email is the best way to contact myself and your TAs. Emails should include a specific subject line (including course number HILD 30), use proper grammar and spelling, and a proper salutation "Dear Professor X" and a signature such as "Sincerely" or "Thank you."

Required texts for purchase:

Charles Rosenberg. *The Cholera Years: The United States in 1832, 1849 and 1866*. University of Chicago Press; 2nd Edition (July 15, 1987). ISBN-10: 0226726770

Nancy Stepan. *Eradication: Ridding the World of Diseases Forever?* Cornell University Press; 1 edition (September 29, 2011). ISBN-10: 0801450586

David Arnold. *Colonizing the Body: state medicine and epidemic disease in 19th century India*. Berkeley: University of California Press, 1993.

[All other readings will be available on the TED course site]

**** Please bring assigned readings to lecture and section****

Calendar.**Week 1 What is an epidemic? / Epidemics in the Classical World**

Mon, Jan 9th *Course introduction.*

Nancy Tomes. "The Making of a Germ Panic, Then and Now." *American Journal of Public Health* 90,2 (2000): 191-198.

Wed, Jan 11th Hippocrates. *Airs, Waters, Places*.

Fri, Jan 13th Primary sources: Excerpts from Thucydides, "The Plague of Athens" from *The History of the Peloponnesian War*

Week 2 The Black Death: disease and response

Mon, Jan 16th **NO CLASS** – MLK Holiday

Wed, Jan 18th Paul Slack. Responses to Plague in Early Modern Europe: The Implications of Public Health. *Social Research* 55,3 (Autumn 1988): 433-453.

Fri, Jan 20th Lawrence I. Conrad. Taun and Waba: Conceptions of Plague and Pestilence in Early Islam. *Journal of the Economic and Social History of the Orient* 25,3 (1982): 268-307.

Week 3 Exploration, Trade and the Globalization of Disease

- Mon, Jan 23rd Finish discussion of the Black Death
- Wed, Jan 25th Alfred W. Crosby. Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America. *The William and Mary Quarterly*, 3rd Ser., Vol. 33, No 2 (April 1976): 289-299.
- Fri, Jan 27th David Jones. "Virgin Soils Revisited." *The William and Mary Quarterly* 60,4 (Oct. 2003): 703-742.

Week 4 Cholera epidemics and the rise of the modern state

- Mon, Jan 30th Parts 1 and 2, Charles Rosenberg, *The Cholera Years: The United States in 1832, 1849, and 1866*, pp. 1-174.
- Wed, Feb 1st Part 3, Charles Rosenberg, *The Cholera Years: The United States in 1832, 1849, and 1866*, pp. 175-234.
- Fri, Feb 3rd Primary sources: Cholera Bulletins

Week 5 Germs, cities and public health in the Progressive era

- Mon, Feb 6th ****Essay Due****
- Judith Walzer Leavitt, "'Typhoid Mary' Strikes Back: Bacteriological Theory and Practice in Early Twentieth-Century Public Health," *Isis* 83 (1992): 608-629.
- Wed, Feb 8th Nyan Shah. "Chapter 2: Regulating Bodies and Spaces" (pp. 45-76) in *Contagious Divides: epidemics and race in San Francisco's Chinatown*. Berkeley, CA: University of California Press, 2001.
- Fri, Feb 10th Case Study: Los Angeles during the Spanish flu pandemic
- (Browse the site and identify one primary source article:
<http://www.influenzaarchive.org/cities/city-losangeles.html#>)

Week 6 Tropical medicine in the age of empire

- Mon, Feb 13th Primary source: Patrick Manson, 'The necessity for special education in tropical medicine', *Lancet*, ii (1897), 842-5.
- Wed, Feb 15th David Arnold. "Introduction" and "Chapter 1" in *Colonizing the Body: state medicine and epidemic disease in 19th century India*. Berkeley: University of California Press, 1993.
- Fri, Feb 17th David Arnold. *Colonizing the Body* selection. Last names A-I (please read Chapter 3 on smallpox); last names J-P (Chapter 4 on cholera); last names R-Z (Chapter 5 on plague).

Week 7 Eradication and the end of epidemic disease?: the birth of international health

- Mon, Feb 20th **NO CLASS** – President's Day Holiday
- Wed, Feb 22nd Nancy Stepan. *Eradication: Ridding the world of disease forever?* (First half: pp. 6-139)
- Fri, Feb 24th Nancy Stepan. *Eradication: Ridding the world of disease forever?* (Second half: pp. 140-183)
- Primary source: Alma Alta Declaration (1978).

Week 8 HIV/AIDS and social movements

- Mon, Feb 27th First U.S. case report of "AIDS," available online:
http://www.cdc.gov/mmwr/Preview/mmwrhtml/june_5.htm
- Larry Kramer, "1,200 and Counting," *New York Native*, March 1982.
- Wed, March 1st David France. *How to Survive a Plague: The Inside Story of How Citizens and Science Tamed AIDS*. (excerpt)
- Fri, March 3rd Steven Friedman and Shuana Mottiar. "Seeking the High Ground: The Treatment Action Campaign and the Politics of Morality" in *Voices of Protest: Social Movements in Post-Apartheid South Africa*. Ed. Richard Ballard, Adam Habib and Imraan Valodia.
- Extra Credit Film, "How to Survive a Plague"

Week 9 (Re-)emerging epidemic diseases and biosecurity

- Mon, March 6th Frank Snowden. Emerging and reemerging diseases: a historical perspective. *Immunological Reviews* 225 (2008): 9-26.
- Wed, March 8th Claire Hooker and S. Harris Ali. SARS and Security: Health in the “new normal,” *Studies in Political Economy* 84 (Autumn 2009): 101-124.
- Fri, March 10th Paul Farmer. “Diary: Ebola” in *London Review of Books*. 36,23 (October 2014): 38-39.
- In class: NY Times documentary “Burial Boys of Ebola”

Week 10 Medicine, human rights and the future of global health

- Mon, March 13th Jonathan M. Mann. “Medicine and Public Health, Ethics and Human Rights.” *Hastings Center Report*, Vol. 27, No. 3 (May-June 1997): 6-13.
- Allan Brandt. How AIDS invented Global Health. *New England Journal of Medicine*. 386,23 (2013): 2149-2152.
- Wed, March 15th Charles Rosenberg. “What is an epidemic? AIDS in historical perspective” *Daedalus* Vol. 118, 2 (Spring 1989), 1-17.
- Amy Fairchild et al., “The Exodus of Public Health. What History can tell us about the Future,” *AJPH* 100, 1 (2010): 54-63.
- Fri, March 17th Final exam review