

WOH 3424

Global Health in Historical Perspective

Florida International University

Fall 2020, Dept. of History

Time & Location

Mondays, 3:30-4:45 p.m.

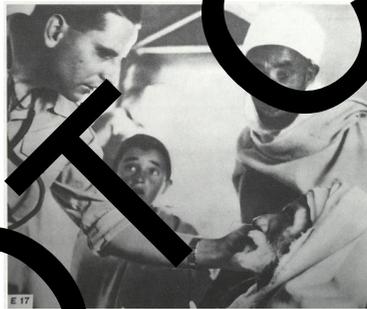
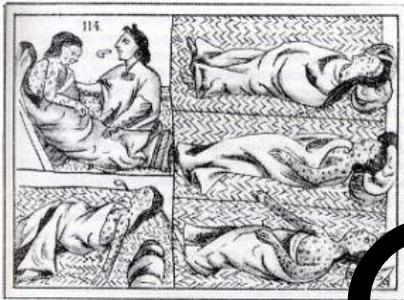
via Zoom

Professor Catherine Mas

email: cmas@fiu.edu

office: DM 391-B

office hrs: Wednesdays, 2:30-4:00 p.m. (via Zoom)



In the 21st century, “global health” has become an influential framework for controlling disease and promoting health across the world. Creating action among a huge range of groups: from public health workers, political leaders, and philanthropists, to activists, academic researchers, economists, and students like you.

How did all of this come to pass? How has the health of *others* come to matter? We will turn to history to learn that health and disease have never been merely biological phenomena; rather, they are deeply *social* phenomena.

This course introduces students to the historical circumstances that have contributed to the contemporary landscape of global health. We will travel through several centuries to examine how ideas about disease, colonialism, race, gender, science, diplomacy, security, economy, and humanitarianism have shaped (and been shaped by) attempts to negotiate problems of health that transcend geopolitical borders. We will pay attention to the different emotional registers in which people care about global health, from biosecurity concern to compassionate impulse. We will also look at how global health has traveled back “home,” considering how the global circulation of disease, knowledge, and medicine has changed health care systems in our local environments.

COURSE GOALS & OBJECTIVES

Using history as our framework, our goal in this course is to recognize that health—as a concept and as lived experience—is grounded in social norms, attitudes, values, beliefs, and practices. We will come away from this course with a deeper understanding of our contemporary medical landscape, and how it is shaped by social structures, geopolitical dynamics, and a changing world economy.

Course Learning Outcomes

Students will come away from this course with the ability to:

- Assess key events, central themes, and questions pertaining to the history of global health, from the colonization of the New World to the present-day landscape of global biomedicine
- Situate a health issue or problem in historical context, by considering how health systems and meanings of health and illness change over time and space
- Use historical methods to demonstrate the complexity and contingencies of events that have shaped our contemporary global health landscape
- Read, analyze, and interpret a variety of primary and secondary sources
- Apply the techniques of writing an argumentative, thesis-driven, and evidence-based paper
- Develop a greater appreciation for the multicultural roots of modern medicine
- Gain a critical awareness of the contingencies and complex historical roots of global health events

Global Learning Outcomes

This is a Discipline-specific Global Learning course that counts toward your FIU Global Learning Graduation Requirement. Global Learning course outcomes include:

- *Global Awareness* — Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural forces in the shaping of modern medicine and global health. They will demonstrate an understanding of the historical forces that have structured efforts to contain, eradicate, and prevent disease and to improve, enhance, and maintain health across geopolitical borders.
- *Global Perspective* — Students will be able to employ multiple perspectives to analyze problems of health across local, global, international, and intercultural settings.
- *Global Engagement* — Recognizing the multicultural roots of modern medicine, students will be able to demonstrate a willingness to engage in local, transnational, and intercultural problem solving with regard to issues of health, illness, and the provision of medical care.

COURSE FORMAT: HYBRID & VIRTUAL

This is a **Hybrid** course. That means that, while we meet as a class once a week, a significant portion of this course will take place outside of class—in the form of reading and writing assignments, discussion boards, quizzes, and engagement with multimedia.

Due to the coronavirus pandemic, our **class meetings will take place virtually**. We will be using **Zoom** to meet as a class during our scheduled time: Mondays at 3:30 PM. Our Zoom meetings will entail various kinds of **active learning** strategies—from collaborative group writing and discussion, to debates and dialogues around a historical problem. Our goal during these virtual class meetings will be to make connections among diverse ideas, both with your classmates and with course material.

Using Zoom: To log in to our class meetings on Zoom, use the link and passcode inside our Canvas course under the Zoom tab. I strongly encourage you to turn on your camera for our class meetings on Zoom. By doing so, our time together will feel more like a face-to-face meeting, and it will help us cultivate a sense of community.

MATERIALS

You do not need to purchase any materials for this course. All readings will be posted on Canvas.

REQUIREMENTS & EVALUATION

Participation (10%)

Participation will be based on attendance in class and participation in our discussions and learning activities. Excellent participation involves completing all assigned readings and being prepared to contribute to in-class discussions, as well as active listening and thoughtful consideration of the contributions of your fellow classmates. It also includes your completion of occasional out-of-class assignments, as they arise over the course of the semester.

Online Discussions (15%)

Over the course of the semester, you will write five (5) discussion posts and participate in five (5) voice threads in response to a particular prompt based on the week's readings, which you will post onto Canvas's discussion platforms. *Due dates are listed in the full course schedule below.*

In **written discussions (10%)**, you are encouraged to engage with reading assignments and lecture material, analyze primary sources, and place the week's material in conversation with what you've learned in previous weeks. In addition to posting your response, you must also respond to two of your group members' posts in ways that advance the discussion forward. Detailed instructions and prompts for these discussions will be provided in the weeks prior to their due date.

In **voice threads (5%)**, you are similarly encouraged to critically engage with reading assignments and lecture material, although you may do so in a more casual and reflective manner. In addition to recording your own voice thread, you must also respond to the questions and comments of your classmates.

Writing Assignments (40%)

Film Review (5%): In the first unit of this course, you will write a short review of a film that centers on questions of disease outbreaks, contagion, or global health. *(2 pages, due September 11)*

Biography of a Disease (15%): In this paper, you will examine the life of a particular *health problem* (any named illness, disease, or condition), focusing on the period between 1700 and 1920. In your paper, you must ground the health problem in space and time, while approaching the disease from a comparative, transnational, or global perspective. More details will be provided in the coming weeks. (4-5 pages, due October 16)

Biography of a Solution (20%): In this paper, you will examine a particular *solution* to a global health problem (a technology, a pill, an organization, a health care model, etc.), focusing on the years 1900-1990. You must situate this solution in historical perspective, using primary and secondary sources to offer a critical analysis of the relative successes and failures of this solution. More details will be provided in the coming weeks. (4-5 pages, due December 4)

Quizzes & Exams (30%)

Quizzes (15%). You will take three quizzes over the course of the semester. The purpose of these quizzes is to assess your understanding of course concepts and material for each module.

Take-home Final Exam (15%). The final exam will cover material from the entire semester. It will involve a combination of short and long answer questions.

History in the Time of Corona (5%)

Once during the semester, you will collaborate with classmates to produce a collaborative piece of writing, in the style of a “think piece” or Op-Ed, in which you use course readings and lectures to provide historical insight on the current pandemic. The purpose of this assignment is to encourage you to approach our current moment as historians: to archive the pandemic, to situate our present moment in historical context, and to approach the news we watch/read, the actions of governments and nongovernmental organizations, diverse experiences of illness, and various local phenomena we encounter as primary sources. (due dates will be assigned in the beginning of the semester.)

COURSE POLICIES & RESOURCES

Attendance

Attendance in our virtual class sessions is expected in this Hybrid class. If extenuating circumstances arise on the semester starts, please communicate with me as soon as possible so we can discuss how to handle any absences.

Communication

Check our Canvas page frequently for announcements, assignment schedules, and any updates related to the syllabus and this course. If you need to communicate with me directly, see me at my office hours, or feel free to email me via Canvas Inbox or at cmas@fiu.edu and I'll respond within 24 hours.

Policy for Late Assignments

Late essays will be deducted a third of a letter grade for each day they are late. Discussion and voice thread posts will be due before midnight on Wednesdays. For discussion posts, quizzes, and occasional out-of-class homework assignments, late submissions will not be considered. Exemptions to this policy apply if you provide a formal excuse, such as a doctor's note.

Technology

Silence your phones before coming to class. Laptops and tablets are permitted for note-taking and other course-related activities—not for checking e-mail, instant-messaging, or browsing the web. If tech devices become disruptive, be prepared to be asked to put them away and have your participation grade suffer.

Writing Support

The History Department's [History Writing Tutors](#) are a wonderful resource for students seeking guidance in their research, writing, and studying. I encourage you to take advantage of free one-on-one appointments with tutors, either in-person or online, as you embark on your writing endeavors. You can visit the main office of the Department of History (DM 397), call 305-348-2328, or use their website to schedule a session. FIU's Center for Excellence in Writing offers an additional resource for students navigating the writing process in general.

Academic Integrity

Academic integrity is fundamental to the success of our teaching and learning community. As a student in this class, you are beholden to the honest pursuit, generation, dissemination, and application of knowledge. Please review FIU's [Student Conduct and Honor Code](#), including for information about academic misconduct violations. Cases of cheating or plagiarism will result in a failing grade, and I am obligated to report such violations to Student Affairs. Students who are found responsible for academic misconduct will be subject to procedures and sanctions outlined in the Student Handbook. If you have any questions about what constitutes cheating and plagiarism, please don't hesitate to ask.

Accessibility

The Disability Resource Center (DRC) collaborates with faculty to create learning environments that are usable, equitable, and inclusive. The DRC provides students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (305) 348-3532. For additional information, see their website: drc.fiu.edu.

Mental Health & Wellbeing

The global pandemic has changed our daily lives in unprecedented ways. It's understandable for us to experience fear and concern when facing immense change and adversity. To look for ways to cultivate calm and a clear perspective amidst the chaos, check out the [Guide to Well-Being During Coronavirus](#) from the University of California Berkeley's Greater Good Science Center.

[Counseling & Psychological Services](#) provide students with emergency and short-term counseling, including emergency appointments, and links students with programs and organizations that can provide care over the long term. They have both BBC and MMC offices and a 24-hour emergency hotline (305) 348-3000.

Nobody signed up for this! Know that we are all in this together, so let's prioritize supporting each other as humans, finding simple solutions that make sense, sharing resources, and communicating clearly.

FULL COURSE SCHEDULE

UNIT I. GLOBAL HEALTH & THE PAST

August 24
Framing Global Health

Read before class:

- Rosenberg, Charles. "Framing Disease: Illness, Society, and History." In *Framing Disease: Studies in Cultural History*. Rutgers University Press, 2019. Pp. xii-xxvi.

Due Wednesday: Contribute to Voice Thread

August 31
How People (and Pathogens) Move

Read before class:

- Quammen, David. "Pale Horse" (excerpt). *Spillover: Animal Infections and the Next Human Pandemic*. W. W. Norton, 2010.
- Snowden, Frank. "Smallpox before Jenner" and "The Historical Impact of Smallpox." In *Epidemics and Society*. Yale University Press, 2019. Pp. 83-110.
- Stern, Alexandra Minna and Howard Markel. "The History of Vaccines and Immunization: Familiar Patterns, New Challenges." *Health Affairs* 24, no. 3 (2005): 611-621.

Due Wednesday: Discussion Post

September 7
Labor Day (no class)

The Stories We Tell

Reading/listening assignment:

- Rosenberg, Charles. "Explaining Epidemics." In *Explaining Epidemics and Other Studies in the History of Medicine*. Cambridge, 1992. Pp. 293-304.
- Podcast: Bob Crawford and Ben Sawyer, "The Outbreak Narrative with Priscilla Wald," *The Road to Now*, April 6, 2020. [Link](#).
- Deborah Wheeler. "Infectious Disease Outbreaks, Pandemics, and Hollywood—Hope and Fear Across a Century of Cinema." *JAMA* 323, no. 19 (2020): 1878-1880.

Optional reading: Wald, Priscilla. "Introduction" in *Contagious: Cultures, Carriers, and the Outbreak Narrative*. Duke University Press, 2007. Pp. 1-28.

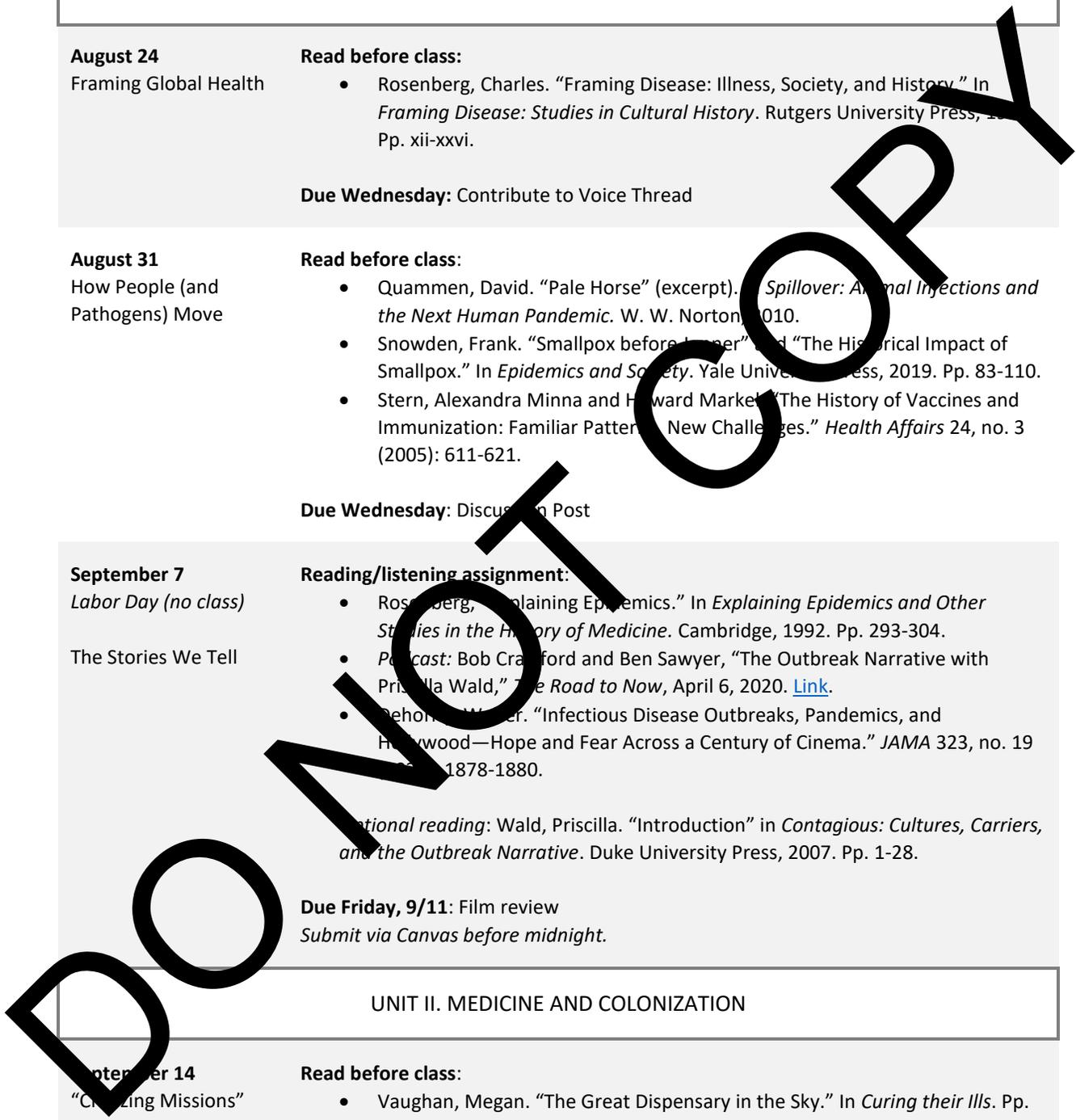
Due Friday, 9/11: Film review
Submit via Canvas before midnight.

UNIT II. MEDICINE AND COLONIZATION

September 14
"Curing Missions"

Read before class:

- Vaughan, Megan. "The Great Dispensary in the Sky." In *Curing their Ills*. Pp. 55-76.
- Tilley, Helen. "Medicine, Empires, and Ethics in Colonial Africa." *AMA Journal of Ethics* 18, no. 7 (2016): 743-753.
- Kipling, Rudyard. "The White Man's Burden." *McClure's Magazine*, 1899.



Due Wednesday: contribute to Voice Thread

Complete **research assignment** before next class

September 21

Regulating Health in the Industrial Era

Read before class:

- Porter, Theodore. "Medical Quantification: Science, Regulation, and the State." In *Body Counts*. McGill-Queens Univ. Press, 2005. Pp. 394-401.
- Huber, Valeska. "The Unification of the Globe by Disease? The International Sanitary Conferences on Cholera, 1851-1894." *The Historical Journal* 49, no. 2 (2006): 454-76.
- *Report to the International Sanitary Conference of a Commission from that Body, ... Questions Relative to the Origin, Endemicity, Transmissibility and Propagation of Asiatic Cholera* (1867), pp. iv, 3-12. [Link](#)

Due Wednesday: Discussion Post

September 27

Building Tropical Laboratories

Read before class:

- (1) Anderson, Warwick. *Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines*. Duke University Press (2008): "Introduction," "Excremental Colonialism," and "Conclusions," pp. 12, 104-129, 227-233.
- (2) Manson, Patrick. "On the Necessity for Special Education in Tropical Medicine," *The Lancet* (October 2, 1897): 842-845.

Due Friday: Quiz
Submit before midnight

UNIT III. INTERNATIONAL HEALTH BETWEEN TWO WORLD WARS

October 5

The 1918 Influenza Pandemic

Read before class:

- "The 1918-1919 Influenza Pandemic in the United States," *Public Health Reports* 125, Supplement 3 (2010): [selections will be assigned to each group]
- Flexner, Simon. "Epidemiology and Recent Epidemics," *Science* 50 (October 3, 1919): 313-318.
- Letter from J. W. Tappan to Surgeon General Blue, October 23, 1918.

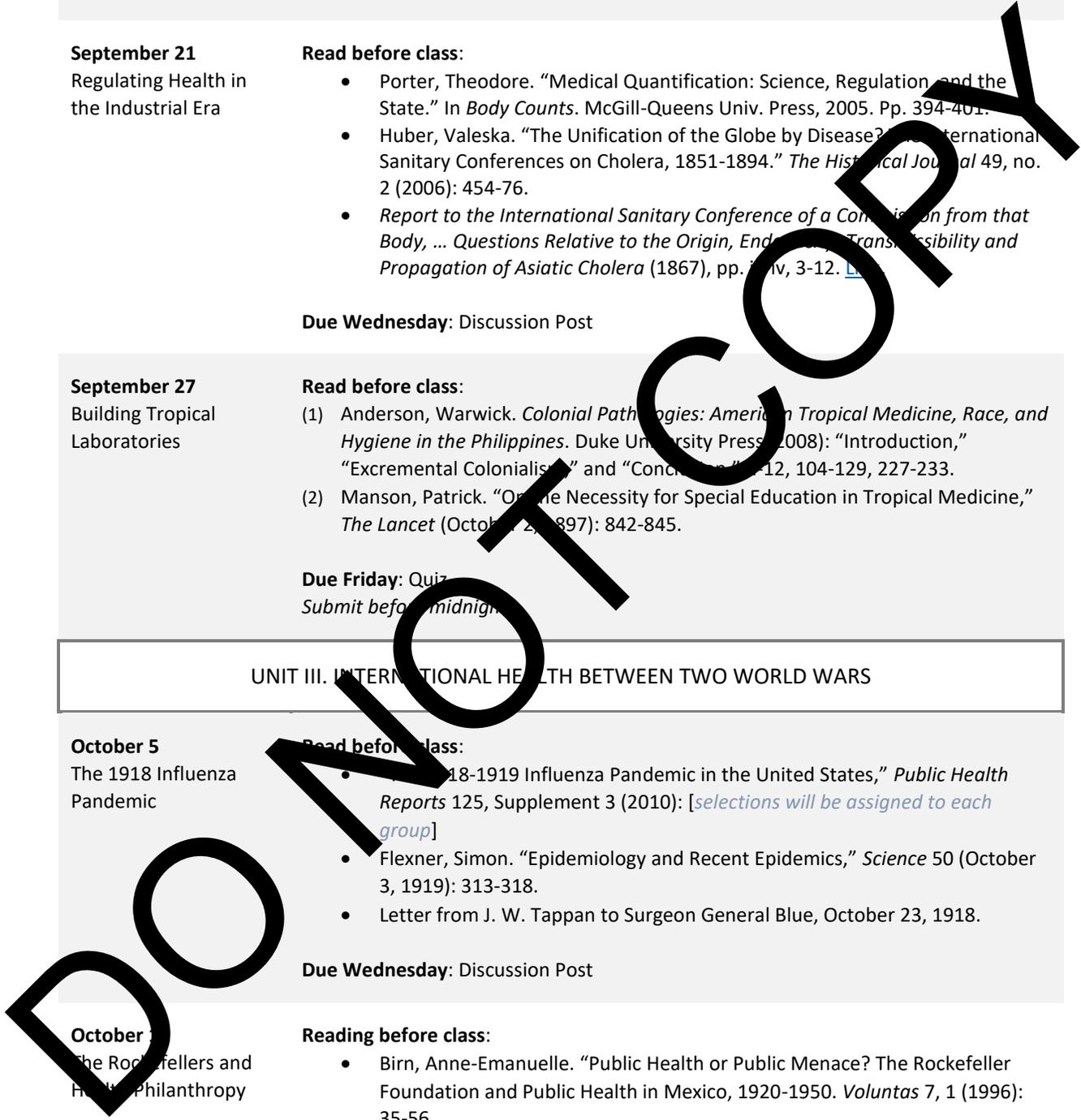
Due Wednesday: Discussion Post

October 12

The Rockefellers and Health Philanthropy

Reading before class:

- Birn, Anne-Emanuelle. "Public Health or Public Menace? The Rockefeller Foundation and Public Health in Mexico, 1920-1950." *Voluntas* 7, 1 (1996): 35-56.
- Butler, Charles. "Coordination of Medical Problems; Medical Education; Public Health and Hospitals in the Republic of Haiti." *Academic Medicine* 3, 1 (1927): 46-58.



- Cassidy, John. [Mark Zuckerberg and the Rise of Philanthrocapitalism](#). *The New Yorker*, December 3, 2015.

Due Wednesday: Peer-review feedback

Due Friday, 10/16: Biography of a Disease
Submit via Canvas before midnight

October 19

World War II, "Magic Bullets," and Human Experimentation

Reading assignment:

- Reverby, Susan. "'Normal Exposure' and Inoculation Syphilis: A PHS 'Tuskegee' Doctor in Guatemala, 1946-1948." *Journal of Policy History* 23, no. 1 (2011): 6-28
- Ostherr, Kirsten. "Silent Invaders: The Global Study of Public Health Films." *Cultural Structures: Medicine and Media*. Duke University Press, 2004. Pp. 299-314.
- "The Nuremberg Code." 1947. Full text from United States Holocaust Memorial Museum.
- Deustch, Albert. "The World Health Organization: Its Global Battle against Disease." *Public Affairs Pamphlet*, No. 265. 1958.

Due Wednesday: Contribute to Voice Thread

Due Friday, 10/23: Quiz
Submit via Canvas before midnight

UNIT IV. WORLD HEALTH AND THE POSTCOLONIAL CONDITION

October 26

The WHO: Vertical & Horizontal Approaches

Read before class:

- Staples, John. "Constructing International Authority in the World Health Organization." In *Birth of Development*. Kent State University Press, 2006. Pp. 147-160.
- MacDonald, George. "Theory of the Eradication of Malaria," *Bulletin of the World Health Organization*, 1956.
- Henderson, D. A. "Eradication: Lessons from the Past" *Bulletin of the WHO* 76, supplement 2 (1998): 17-21.
- Logan, John A. "Countering Communism Through Foreign Assistance Programs in Public Health." *American Journal of Public Health* 45 (1955): 1017-21.

Due Wednesday: Voice Thread

November 2

Decolonizing Medicine

Read before class:

- Heaton, Matthew. "Thomas Adeoye Lambo and the Decolonization of Psychiatry in Nigeria." In *Science and Empire*. 2011. Pp. 275-296.
- Fanon, Frantz. "The North African Syndrome." In *Toward the African Revolution: Political Essays*. 1967.

- Sidel, Victor W. and Ruth Sidel. "Barefoot in China, the Bronx, and Beyond." In *Comrades in Health*. Rutgers University Press, 2013. Pp. 119-133.
- "China's Village Doctors Take Great Strides." *Bulletin of the WHO* 86, no. 12 (2005): 914-915.

Due Wednesday: Discussion Post

Research Task: Prepare research proposal and bibliography for "Biography Solution." Bring to class next Monday.

November 9

The Population "Bomb"

Read before class:

- Connelly, William. "Controlling Passions," *The Wilson Quarterly* (Summer 2008), 60-66.
- Silvia, Adam. "Modern Mothers for Third World Nations: Population Control, Western Medical Imperialism, and Cold War Politics in Haiti." *Social History of Medicine*.
- Ehrlich, Paul. *The Population Bomb* (1968): 11-155.

Due Wednesday: Contribute to Voice Thread

Due Friday, 11/13: Quiz

UNIT V. EMERGING INFECTIOUS DISEASES & THE MAKING OF A PANDEMIC

November 16

The HIV/AIDS Crisis

Read before class:

- Farmer, Paul. *Injections and Inequalities: The Modern Plagues*. University of California Press, 1999: "Emerging Infectious Diseases" and "Invisible Woman: Class, Gender, and HIV." Pp. 37-93.
- Sandt, V. "How AIDS Invented Global Health." *New England Journal of Medicine* 368, no. 23 (2013): 2149-52.
- Bay, Ronald and Gerald Oppenheimer. *Shattered Dreams? An Oral History of the South African AIDS Epidemic*. Oxford University Press, 2007: 21-42.

Due Wednesday: Discussion Post

Complete **research assignment** before next class meeting.

November 23

Pharmaceuticals & Financing Global Health

Read before class:

- Applbaum, Kalman. "Marketing Global Health Care: Big Pharma." *The Socialist Register* (2010): 84-102.
- Biehl, Joao. "Will to Live: AIDS Drugs and Local Economies of Salvation." *Public Culture* 18, no. 3 (2006): 457-472.
- Schwittay, Anke. "Muhammad Yunus: A Bangladeshi Aid Celebrity." In Richey, Lisa Ann (ed) *Celebrity Humanitarianism and North-South Relations*. Routledge, 2015.

- The World Bank. "Investing in Health." Oxford University Press, 1993. Pp. 1-13.
- Hogerzeil Hans V. "Big Pharma and Social Responsibility—The Access to Medicine Index." *New England Journal of Medicine* 369, no. 10 (2013): 896-899.

Due Wednesday: Contribute to Voice Thread

November 30

The Present & Future of Global Health

Read/view before class:

- Watch short film, *In the Shadow of Ebola* (Gregg Mitman, 2015). [Link to film.](#)
- Roy, Melissa, et al. "Ebola and Localized Blame on Social Media: Analysis of Twitter and Facebook Conversations During the 2014–2015 Ebola Epidemic." *Culture, Medicine, and Psychiatry* 17 (2013): 56–71.
- Cassidy, Angela. "Humans, Other Animals, and 'One Health' in the Early Twenty-First Century." In *Animals and the Shaping of Modern Medicine*. Ed. Abigail Woods, et al. Palgrave MacMillan, 2018. Pp. 193–236

Due Friday, 12/4: Biography of a Solution
Submit via Canvas before midnight.

December 7-11
Finals Week

Take-home Exam due December 11

