In the 21st century, “global health” has become an influential framework for controlling disease and promoting health across the world, orienting 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 during 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 actively 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 dates.

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 last 100 years. You must situate this solution in historical perspective, using primary and secondary sources, 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 both virtual class sessions is expected in this Hybrid class. If extenuating circumstances arise once 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/or 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 GC 190. 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Read before class</th>
<th>Due Wednesday</th>
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<tbody>
<tr>
<td>August 24</td>
<td>Framing Global Health</td>
<td>Contribute to Voice Thread</td>
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<tr>
<td>August 31</td>
<td>How People (and Pathogens) Move</td>
<td>Discussion Post</td>
</tr>
<tr>
<td>September 7</td>
<td>The Stories We Tell</td>
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<tr>
<td>Labor Day</td>
<td>Reading/listening assignment</td>
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<td></td>
<td>Film review: Submit via Canvas before midnight.</td>
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<tr>
<td>September 14</td>
<td>“Civilizing Missions”</td>
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<td></td>
<td>Read before class</td>
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</table>
Due Wednesday: contribute to Voice Thread

Complete research assignment before next class

<table>
<thead>
<tr>
<th>September 21</th>
<th>Regulating Health in the Industrial Era</th>
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<tbody>
<tr>
<td>Read before class:</td>
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Due Wednesday: Discussion Post

<table>
<thead>
<tr>
<th>September 27</th>
<th>Building Tropical Laboratories</th>
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<tbody>
<tr>
<td>Read before class:</td>
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</table>

Due Friday: Quiz
Submit before midnight.

UNIT III. INTERNATIONAL HEALTH BETWEEN TWO WORLD WARS

<table>
<thead>
<tr>
<th>October 5</th>
<th>The 1918 Influenza Pandemic</th>
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</thead>
<tbody>
<tr>
<td>Read before class:</td>
<td></td>
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<tr>
<td>• The 1918-1919 Influenza Pandemic in the United States,” <em>Public Health Reports</em> 125, Supplement 3 (2010): [selections will be assigned to each group]</td>
<td></td>
</tr>
<tr>
<td>• Letter from J. W. Tappan to Surgeon General Blue, October 23, 1918.</td>
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Due Wednesday: Discussion Post

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<thead>
<tr>
<th>October</th>
<th>The Rockefellers and Health Philanthropy</th>
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<tbody>
<tr>
<td>Reading before class:</td>
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**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:**

**Due Wednesday**: Contribute to Voice Thread

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

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**UNIT IV. WORLD HEALTH & THE POSTCOLONIAL CONDITION**

**October 26**
The WHO: Vertical & Horizontal Approaches

**Read before class:**

**Due Wednesday**: Voice Thread

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**November 2**
Decolonizing Medicine

**Read before class:**

**Due Wednesday**: Discussion Post

**Research Task**: Prepare research proposal and bibliography for “Biography, Solution.” Bring to class next Monday.

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**November 9**

The Population “Bomb”

**Read before class**:
- Silvia, Adam. “Modern Mothers for Third World Nations: Population Control, Western Medical Imperialism, and Cold War Politics in Haiti.” *Social History of Medicine*.

**Due Wednesday**: Contribute to Voice Thread

**Due Friday, 11/13**: Quiz

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**November 16**

The HIV/AIDS Crisis

**Read before class**:

**Due Wednesday**: Discussion Post

Complete research assignment before next class meeting.

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**November 23**

Pharmaceuticals & Financing Global Health

**Read before class**:

Due Wednesday: Contribute to Voice Thread

<table>
<thead>
<tr>
<th>November 30</th>
<th>Read/view before class:</th>
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Due Friday, 12/4: Biography of a Solution
Submit via Canvas before midnight.

<table>
<thead>
<tr>
<th>December 7-11</th>
<th>Take-home Exam due December 11</th>
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<tbody>
<tr>
<td>Finals Week</td>
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