



HIST*3310 Disease and History

Winter 2020

Section(s): C01

Department of History

Credit Weight: 0.50

Version 1.00 - December 16, 2019

1 Course Details

1.1 Calendar Description

This interdisciplinary course provides an introduction to the historical interactions between disease and human society from the Middle Ages to the present. Major themes may include the co-construction of disease and society; disease and urbanization; disease and colonialism; disease and globalization; disease and gender.

Pre-Requisites: 7.50 credits

1.2 Course Description

This course will focus on the complex roles that disease has played in human history since the Middle Ages. We will concentrate on how concepts of health and disease have changed over time. In doing so, we will examine not only how they are shaped by social, cultural, and political contexts, but also how these spheres are in turn shaped by disease. Through close analysis of both primary and secondary readings, we will pay attention to the interplay between social and cultural responses to disease and the professional and institutional contexts of medicine and medical knowledge. Through case studies of epidemic diseases, we will observe how they have divided human populations and cultures, but also tied human populations together. Topics will include social diseases, disease and colonialism, disease and commerce, madness, public health, the rise of scientific medicine, disease and war, global health, and disease and women.

1.3 Timetable

Tuesdays and Thursdays, 1pm-2:20pm, MACN 118

1.4 Final Exam

This course will have a take-home final exam. Instructions for the exam will be distributed in-class on Thursday, April 2. It will be due by **5pm on Thursday, April 9th.**

2 Instructional Support

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Office Hours: Tuesdays and Thursdays, 11:30 to 12:30 (or by appointment)

3 Learning Resources

3.1 Required Resources

Disease and the Modern World (Textbook)

Mark Harrison, *Disease and the Modern World: 1500 to the Present Day* (Polity Press, 2004). ISBN-10: 0745628109, ISBN-13: 978-07456281

Ares Online Readings (Readings)

<https://ares.lib.uoguelph.ca/>

A set of online articles and book chapters, available through Ares, the library's Course Reserve System, and on the Course Website (courselink.uoguelph.ca).

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Through lectures, readings, and discussions, to understand the complex relations between epidemic disease, medical practitioners, and society throughout history.
 2. Through independent research and writing, to develop skills in critical and creative thinking and written communication of ideas about disease and history.
 3. Through class discussions and presentations, to gain skills in oral communication and presentation of scholarly work.
 4. To appreciate the temporal dimensions of epidemic diseases according to place and context.
 5. To understand the central tools and techniques in the discipline of history broadly.
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5 Teaching and Learning Activities

5.1 Lecture

Week 1

Topics:

1. INTRODUCTION AND THEMES

Tuesday, January 7

Introduction to course, class organization

Thursday, January 9

Making Sense of Disease in the Past

Harrison, Introduction.

Charles Rosenberg "Framing disease: illness, society, and history," in Charles Rosenberg, *Explaining Epidemics and Other Essays in the History of Medicine*, pp. 305-318 (Cambridge University Press, 1992).

Week 2

Topics:

2. DISEASE AND MEDICINE IN THE MIDDLE AGES

Tuesday, January 14 The Black Death

Harrison, Chapter 1

Giovanni Boccaccio (mid-14th century). *The Decameron, Volume I* (selections from the First Day).

Ann G. Carmichael, "Universal and particular: The language of plague, 1348-1500," *Medical History Supplemental* (2008) 27: 17-52.

Thursday, January 16 Medical Practitioners in the Middle Ages

April Harper "The image of the female healer in Western vernacular literature of the Middle Ages," *Social History of Medicine* 24, no. 1 (2011): 108-124.

Week 3

Topics:

3. THE COLUMBIAN EXCHANGE AND RENAISSANCE MEDICINE

Tuesday, Jan 21 The Columbian Exchange

Harrison, Chapter 2, pp. 27-48.

Alfred W. Crosby "Virgin soil epidemics as a factor in the aboriginal depopulation in America," *William and Mary Quarterly* 33, no. 2 (April 1976): pp. 289-299.

Thursday, Jan 23 The Great Pox and Renaissance Medicine

J. Arrizabalaga, J. Henderson, and R. French "Syphilis and the French Disease," in *The Great Pox: The French Disease in Renaissance Europe*, pp. 1-37+notes pp. 284-293 (New Haven: Yale University Press, 1997).

Week 4

Topics:

4. EARLY MODERN MEDICINE AND THE GREAT PLAGUE OF LONDON

Tuesday, Jan 28 Medical Education and Practice

Harrison, Chapter 2, pp. 48-49

Katherine Park "Magic and medicine: The healing arts," in Judith C. Brown and Robert C. Davis (eds.) *Gender and Society in Renaissance Italy*, pp. 129-149 (London: Addison Wesley Longman, 1998).

Kevin Siena "The "Foul Disease" and Privacy: The Effects of Venereal Disease and Patient Demand on the Medical Marketplace in Early Modern London," *Bulletin of the History of Medicine* (Summer 2001) Volume 75, Number 2, pp. 199–224.

Thursday, Jan 30 The Great Plague of London

Samuel Pepys (1665). *Diary of Samuel Pepys, Volume IV* (selections).

Kira L.S. Newman, "Shutt Up: Bubonic Plague and Quarantine in Early Modern England," *Journal of Social History* (March 2012) 45(3): 809–834.

Week 5

Topics:

5. DISEASE AND THE MODERN WORLD

Tuesday, Feb 4 Disease and Social Order

Harrison, Chapter 3

Nadja Durbach "They might as well brand us': Working-class resistance to compulsory vaccination in Victorian England," *Social History of Medicine* 13 (2000): 45-61.

OUTLINE AND ANNOTATED BIBLIOGRAPHY DUE TODAY!

Thursday, Feb 6 Disease and European Expansion

Harrison, Chapter 4

Christopher Lawrence "Disciplining disease: scurvy, the

navy, and imperial expansion, 1750-1825," in David P. Miller and Peter H. Reill (eds.) *Visions of Empire: Voyages, Botany, and Representations of Nature*, pp. 80-106 (Cambridge University Press, 1996).

Katherine Paugh, "Yaws, Syphilis, Sexuality, and the Circulation of Medical Knowledge in the British Caribbean and the Atlantic World," *Bulletin of the History of Medicine* (Summer 2014) Volume 88, Number 2, pp. 225-252.

Week 6

Topics:

6. DISEASE IN URBAN AND COLONIAL CONTEXTS I

Tuesday, Feb 11 Venereal Disease

Harrison, Chapter 5

Pamela Cox, "Compulsion, voluntarism, and venereal disease: Governing sexual health in England after the Contagious Diseases Acts," *Journal of British Studies* 46 (2007): 91-115.

Philippa Levine, "Venereal disease, prostitution, and the politics of empire: The case of British India," *Journal of the History of Sexuality* 4, no 4 (1994): 579-602.

Thursday, February 13 Cholera and Sanitary Reform

Richard J. Evans "Epidemics and revolutions: Cholera in nineteenth-century Europe," *Past and Present* 120 (1988): 123-146.

Week 7

Topics:

READING WEEK 17-21 February – No classes!

Week 8

Topics:

7. MADNESS

Tuesday, Feb 25 Neurasthenia

David G. Schuster, "Personalizing illness and modernity: S. Weir Mitchell, literary women, and neurasthenia, 1870-1914," *Bulletin of the History of Medicine* (2005) 79(4): 695-722.

Tom Lutz, "Doctors and patients, Psyche and Soma in America," in Marijke Gijswijt-Hofstra and Roy Porter (eds) *Cultures of Neurasthenia: From Beard to the First World War* (Amsterdam/New York: Rodopi, 2001), pp. 51-76.

Thursday, Feb 27 BOOK CRITIQUES**Week 9****Topics:****8. DISEASE IN URBAN AND COLONIAL CONTEXTS II****Tuesday, Mar 3 Tuberculosis**

Harrison, Chapter 6

David S. Barnes (1995). "Redemptive suffering and the patron saint of tuberculosis," in *The Making of a Social Disease: Tuberculosis in Nineteenth-Century France* (Berkeley: University of California Press, 1995).

J. Robbins, "Class Struggles in the Tubercular World: Nurses, Patients and Physicians 1903-1915," *Bulletin of the History of Medicine* (1997), 71: 412-434.

Thursday, Mar 5 Eugenics

Wendy Kline, "Motherhood, morality, and the "moron": The emergence of eugenics in America" in *Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the*

Century to the Baby Boom, pp. 7-31 (Berkeley: University of California Press, 2001).

Erika Dyck, "Appendectomy to Queen's Court Settlement: Leilani Muir," in *Facing Eugenics: Reproduction, Sterilization, and the Politics of Choice* (Toronto, University of Toronto Press, 2013), pp. 169-197 + notes pp. 267-270.

Week 10

Topics:

9. DISEASE AND WAR

Tuesday, Mar 10

Harrison, Chapter 7

FILM: *Influenza 1918* (1998)

Thursday, Mar 12

Amir Afkhami, "Compromised Constitutions: The Iranian Experience with the 1918 Influenza Pandemic," *Bulletin of the History of Medicine* (Summer 2003) 77(2): 367-392.

Nancy K. Bristow "You can't do anything for influenza': Doctors, nurses, and the power of gender during the influenza pandemic in the United States," in David Killingray and Howard Phillips (eds.) *The Spanish Influenza Pandemic of 1918-1919: New Perspectives*, pp. 58-69 (Routledge, 2003).

Week 11

Topics:

10. DISEASE AND THE GLOBAL WORLD

Tuesday, Mar 17 Global Health Campaigns

Harrison, Chapter 8

Ilana Löwy "What/who should be controlled? Opposition to yellow fever campaigns in Brazil, 1900-- **1939**," in **Bridie Andrews and Andrew Cunningham (eds.)** *Western Medicine as Contested Knowledge*, pp. 124-146. (Manchester University Press, 1997).

Jeanne L. Brand, "The United States Public Health Service and International health, 1945--**1950**," *Bulletin of the History of Medicine* 63 (1989): 579-598.

Thursday, Mar 19 HIV/AIDS and Cultural Contexts of Disease

Kiran van Rijn "The politics of uncertainty: The AIDS debate, Thabo Mbeki, and the South African government response," *Social History of Medicine* 19, no. 3 (2006): 521-538.

Week 12

Topics:

11. DISEASE AND ACTIVISM: THE AIDS CRISIS IN 1980s AMERICA

Tuesday, March 24

Film: *How to Survive a Plague* (2012) (Part 1)

Thursday, March 26

Film: *How to Survive a Plague* (2012) (Part 2)

Week 13

Topics:

12. REFLECTIONS AND CONCLUSION

Tuesday, March 31

Discussion of *How to Survive a Plague*

Research Paper Due Today!**Thursday, April 2**Conclusion

6 Assessments

6.1 Assessment Details

Class Participation (10%)**Date:** Tue, Jan 7 - Thu, Apr 2

We will meet twice a week. Generally, each class will be devoted to a lecture and one or two short student-led presentations and discussions (see below). Regular attendance for both lectures and discussions is absolutely essential to your success in the course. Your class participation will be assessed according to your active, regular, informed contributions to discussions. Arriving late or leaving early, not keeping up with the readings, or coming to class unprepared is not only disrespectful to the class but will have a negative impact on your success in the course.

Research Paper (25%)**Date:** Tue, Mar 31

Your **research paper** is due **March 31st in class**; it will be considered late after that time. It must be at least 12 pages in length (3000 words) but no more than 14 pages in length (3500 words). Please use double-spacing and 12pt font. I will require you to submit the hard copy of your original research proposal and bibliography (with my comments) along with your research essay. Your paper must have at least two primary sources and at least ten secondary sources, with a total of fifteen sources overall. More specific instructions to follow.

Critical Evaluation Assignment (15%)

Your Critical Evaluation Assignment will be done in pairs and will consist of three components:

1) a 5-7-minute presentation, 2) a one-page critique of one of the course readings, and 3) a self-assessment and peer review.

1) Presentation: Your 5-7-minute presentation will consist of a critical evaluation of one of that week's required secondary source readings, which will be followed by a student-led discussion. In your presentation you should clearly identify the main argument of the reading, critically assessing the strength of the argument and the evidence used to support it. You must also prepare at least three questions to stimulate discussion and debate about the reading. The work in preparing and doing each presentation should be shared equally between members of the pair.

2) One-Page Written Critique: The one-page critique of the reading must be handed out to the entire class and myself just before the presentation. This should be single-spaced, around 5 paragraphs in length, and should begin with a very brief discussion of the contents of the reading. It should outline the main argument of the reading as well as its strengths and weaknesses. I can make copies to distribute to the class if you email me the critique (as a doc or pdf file) by 1pm the day of the presentation. This handout should also include the discussion questions.

3) Self-Assessment and Peer Review: Within one week of your presentation, each member of the pair will email me a) a self assessment of the presentation—a few sentences on what you felt were the strengths and weaknesses of your contribution to the presentation and b) a peer review of your partner’s contribution to the presentation—in a few sentences. You will not receive a grade for your critique and presentation until I receive this. This component will not be graded.

The Critical Evaluation Assignment is an opportunity for you to engage with the course material more closely, to develop your skills in critical reading and oral presentation, and to work collaboratively with your peers. You will be evaluated according to the clarity, organization, and effort of your presentation, the quality of your discussion questions, and your written one-page evaluation. I will post a sign-up sheet during the first week of classes.

Book Critique (15%)

Date: Thu, Mar 5

Book Critique: I will distribute a list of about 50 books related to disease and history, grouped according to topic. They all can be found in the University of Guelph library system. Your task will be to write a critique of the book in the form of answers to a set of questions that I will distribute on a worksheet. On **March 5** in class, you will form groups according to the books you chose and share your critique with your peers. At the end of that class you will hand in your critique to me for grading. I will grade your critique according to how carefully you have read the book and how well you engaged with the worksheet questions—i.e. how well you justify your responses—and finally, according to your participation in the group discussion on March 5. Keep in mind a critique is more than a summary—your aim is to critically evaluate the book. This does not mean you are criticizing it, rather you are analyzing it according to its argument and its evidence.

Research Proposal and Annotated Bibliography (5%)

Date: Tue, Feb 4

The research proposal and annotated bibliography will form the basis of your research essay, and is due in class on February 4th. If it is submitted after class, it will be considered late. Your proposal should outline a specific historical question you wish to explore in your research paper. You should clearly identify the topic of your research and contain a statement of your working thesis. The topic will be of your own choosing, but I expect you to consult with me as you begin to prepare for the proposal. The proposal itself should be one page in length (double-spaced) and have a bibliography starting on a separate page. The preliminary bibliography should include at least six items relevant to your topic, and at least two of the items should be primary sources. Your annotations should summarize the

content of the source and explain why it is relevant for your argument.

Final Exam (30%)

Date: Thu, Apr 9

Your **take-home final exam** will be distributed on **Thursday, April 2nd and will be due by 5pm on Thursday, April 9th**. The exam will consist of several essay question that will test your knowledge of course themes and content. More details to follow.

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
