**Disease, Public Health, and the Making of the Modern World**

Melissa Graboyes

University of Oregon—Winter 2012

Office: 340W McKenzie Hall

Office Hours: Wednesdays 2-4 pm, and by appointment

Email: graboyes@uoregon.edu

**Course Description**

This class examines the emergence of modern debates about health and disease and practices of public health in order to gain insight into the larger social, cultural, and political history of the modern world. The class will be broad in geographical and chronological scope. During the quarter, we will discuss the eradication of malaria in the United States; protests against polio vaccination in Northern Nigeria; smallpox eradication practices in India; the epidemiology of yellow fever in Brazil; the origins of AIDS in sub-Saharan Africa; and current vaccine anxieties in the United Kingdom. We’ll also review the impact of factors more commonly associated with “modernity,” such as the agricultural revolution, industrialization, urbanization, and increased globalization.

We will focus on the century from 1880-1980, which includes the birth of modern medicine and public health. Within this time frame, we will examine the larger field of medicine and sub-fields such as microbiology and tropical medicine. After the turn of the century, we will turn our gaze to international public health organizations such as the Rockefeller Foundation and the World Health Organization and eradication campaigns led by these groups. The course will conclude with a focus on the HIV/AIDS epidemic in sub-Saharan Africa

**Required Texts (to be purchased)**

Nancy Leys Stepan. Eradication: Ridding the World of Diseases Forever? Cornell University Press: Ithaca, New York. 2011.

Jacques Pepin. The Origins of AIDS. Cambridge University Press: Cambridge. 2011.

**Recommended to Purchase**

J.N. Hays, The Burdens of Disease: Epidemics and Human Response in Western History. Rutgers University Press: New Brunswick, New Jersey. 2009. [Please note, this is the Updated Edition!]

**Available on Blackboard, to be printed and brought to the relevant class**

* J.R. McNeill, Something New Under the Sun. W.W. Norton and Company: New York. 2000. Chs. 7, 9
* J.N. Hays, The Burdens of Disease: Epidemics and Human Response in Western History. Rutgers University Press: New Brunswick, New Jersey. 2009.
* Philip Curtin. “The White Man’s Grave: Image and Reality, 1780- 1850” Journal of British Studies (1961): 94-110.
* Ilana Löwy, “What/Who Should be Controlled? Opposition to Yellow Fever Campaigns in Brazil, 1900-39.” From Western Medicine as Contested Knowledge. Edited by Andrew Cunningham and Bridie Andrews. Manchester University Press: Manchester, NY. 1997. Ch. 5 124-46.
* F. Fenner, A.J. Hall, W.R. Dowdle, “What is Eradication?” From The Eradication of Disease. John Wiley & Sons: Chinchester, NY. 1997. Ch. 2.
* Malcom Gladwell, “The Mosquito Killer” New Yorker 2001.
* Alex McKay, “The Eradication of Smallpox from Bangladesh: Some Personal Reflections.” <http://www.smallpoxhistory.ucl.ac.uk/Bangladesh/BangProfiles.htm>. Accessed 12/2011.
* Randall Packard, The Making of a Tropical Disease: a Short History of Malaria. Johns Hopkins University Press: Baltimore. 2007. Ch. 5.
* Tina Rosenberg, “What the World Needs Now is DDT” New York Times April 11, 2004.
* Paul Greenough, “Intimidation, Coercion and Resistance in the Final Stages of the South Asian Smallpox Eradication Campaign, 1973-1975,” Social Science and Medicine *(*1995): 633-645.
* Elisha P. Renne, The Politics of Polio in Northern Nigeria. Indiana University Press: Indianapolis. 2010. Ch. 1, 3, 4
* Melissa Leach and James Fairhead, Vaccine Anxieties: Global Science, Child Health and Society. Earthscan/ James & James:London. 2007. Ch. 2, 3, 5
* Eastern and Southern Regional Office, United National Children’s Fund, “Combatting Antivaccination Rumours: Lessons Learned From Case Studies in East Africa.”
* Mark Hunter, “Cultural Politics and Masculinities: Multiple-partners in historical perspective in KwaZulu-Natal.” Culture, Health and Sexuality(2005) Vol. 7 (4: 389-403).
* Leonard Berlin, “Tuberculosis: Resurgent Disease, Renewed Liability.” American Journal of Roentgenology*.* (2008) Vol. 190 (6: 1438-1444).
* Richard Coker, “Communicable Disease Control and Contemporary Themes in Public Health Law.” Journal of the Royal Institute of Public Health. (2006) 120: 23-29*.*

**Available on Blackboard, to be reviewed, but not required to be printed**

* WHO Polio fact sheet
* WHO Smallpox fact sheet
* WHO Malaria in Africa fact sheet
* WHO Health in Africa fact sheet
* Manson’s Tropical Diseases *–* Malaria
* Manson’s Tropical Diseases *–* Hookworm
* Manson’s Tropical Diseases *–* Yellow Fever

**Assignments and Grades**

Students will be assessed based on three criteria: class participation, two short response essays to primary source documents, and a final paper. Class participation will be based on a student being present and on time, with readings completed, notes taken, and ready to discuss materials. Merely being present assures you an attendance grade of “C-.”

Each student will be required to write two short response papers (2 pages) analyzing primary sources. Students will choose to write on two of the five primary source materials used for class: the Chadwick Report; excerpts from the Fred Soper diaries; the UNICEF “Combatting Antivaccination Rumors” Report; the film on disabled women with HIV in Zimbabwe; or the Grady inteview. Students may decide when to write these papers; however, one response essay must be submitted by class 11, and the second by class 18. More detailed instructions on the writing of these response papers will be given in the first weeks of class.

The final essay will be in the 12-15 page range, and will require students to integrate primary and secondary sources to make a unique historical argument addressing one of the class’s themes. A complete draft of the paper will be due class 20, and we will spend time doing self and peer editing activities. The essays should then be revised and a new, final, version turned in on Thursday, March 22 by 1 pm (location TBA). Grading of the final paper will take into account not only quality and sophistication of the argument, but also how well the student edited, revised and rewrote based on the earlier draft.

Class Participation 30%

Response Papers (2 x 15%) 30%

Final Essay 40%

**Attendance**

To each class, you should bring the texts we are reading in addition to your notes on that text. You are allowed two absences without penalty. Each additional absence will result in a deduction of a third of letter grade from your final grade. More than five absences will result in a failing grade.

**Technology**

I do not permit the use of laptop computers or other electronic devices (i.e., recording equipment) in the classroom without specific permission from me. Please silence your cell phone or turn it off before you come in. If you need to be reachable during class, or you are physically unable to write and must take notes by laptop, come and see me.

**Plagiarism**

Although you will spend time reading and commenting upon each other’s work in class, your written words should be *your own*. If you are uncertain about how to avoid plagiarism, please read the information available on the library website: <http://libweb.uoregon.edu/guides/plagiarism/students/>. We will discuss plagiarism in class, but a general rule is: when in doubt, cite it. I will be report all cases of plagiarism to the Dean’s Office.

**Disability**

If you require accommodations for a disability, please let me know as soon as possible. Disability Services is available to assist you, and you can find more information at: http://ds.uoregon.edu/. They can be contacted at [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu) or 541-346-1155.

**Part One: Modernity and Public Health**

The class will begin with a brief discussion of the Columbian Exchange and the complex relationship among humans, animals, and changes in the physical and disease environment. We will work with an 1842 report by Edwin Chadwick on the sanitary conditions of the laboring classes in Great Britain. We’ll then turn to the beginnings of “modern” medicine with germ theory and the development of new fields such as microbiology, tropical medicine and epidemiology. We will conclude by considering state authority and control in protecting public health.

**[1] Tuesday, January 10**

**[2]** **Thursday, January 12**

McNeill, Something New Under the Sun, Chs. 7, 9

**[3] Tuesday, January 17**

Chadwick Papers

Hays, Burdens of Disease, Chs. 6, 7

**[4] Thursday, January 19**

Hays, Burdens of Disease, Chs. 9

Curtin, “The White Man’s Grave: Image and Reality, 1780-1850”

**[5] Tuesday, January 24**

Hays, Burdens of Disease, Chs. 10, 11

**[6] Thursday, January 26**

Hays, Burdens of Disease, Ch. 12

Lowy, “Who/what should be controlled?”

**Part Two: Eradication**

This section should make clear why eradication attempts are a product of the modern era. We will examine past campaigns targeting hookworm, yellow fever, malaria, smallpox and polio on four different continents. Our primary source will be Fred Soper’s diaries during his work in Latin America. Soper will give us greater insight into the work of international organizations like the Rockefeller Foundation and Pan American Health Organization (PAHO). We’ll conclude this section by considering how to interpret anti-vaccination rumors and the motives of “non-compliers” in vaccination drives.

**[7] Tuesday, January 31**

Stepan, Eradication, Chs. Intro., 1

Fenner, Hall, and Dowdle, “What is Eradication?”

**[8] Thursday, February 2**

Stepan, Eradication, Ch. 2

Gladwell, “The Mosquito Killer”

**[9] Tuesday, February 7**

Stepan, Eradication, Ch. 3

Soper Papers, Part A

**[10] Thursday, February 9**

Stepan, Eradication, Ch. 4

Soper Papers, Part B

**[11] Tuesday, February 14**

Stepan, Eradication, Ch. 5

Packard, Making of a Tropical Disease, Ch. 5

Rosenberg, “What the World Needs Now is DDT”

**\*\*Last Day to Turn in Response Paper 1\*\***

**[12] Thursday, February 16**

Stepan, Eradication, Ch. 6

Greenough, “Intimidation, Coercion and Resistance”

McKay Smallpox

**[13] Tuesday, February 21—meet Condon Hall 106**

Stepan, Eradication, Ch. 7

Renne, The Politics of Polio, Chs. 1, 3, 4

**[14] Thursday, February 23**

Fairhead and Leach, Vaccine Anxieties, Ch. 2 & CHOOSE Ch. 3 or 5

UNICEF “Combatting Antivaccination Rumours”

**Part Three: AIDS**

Although AIDS is a pandemic, the heaviest disease burden is in sub-Saharan Africa. We will consider the conditions that led Africa to have the worst epidemic and how factors commonly associated with “modernity” have shaped the epidemic. We will use a visual primary source in this section: a film about HIV positive women with disabilities in Zimbabwe. This section will conclude with a closer look at the laws—American and international—that govern public health practices. Particular attention will be paid to the ethical dilemmas related to HIV-disclosure laws, mandatory HIV testing, and forced treatment for diseases such as MDR-TB—especially in this era of human rights.

**[15] Tuesday, February 28**

Packard & Epstein “Social Scientists, Epidemiologists….”

Pepin, The Origins of AIDS, Chs. 1-4

**[16] Thursday, March 1—meet in McKenzie Hall 473**

Pepin, The Origins of AIDS, Chs. 5-7

**[17] Tuesday, March 6**

Pepin, The Origins of AIDS, Chs. 8-10

Hunter, “Cultural Politics and Masculinities”

**[18] Thursday, March 8**

Pepin, The Origins of AIDS, Chs. 11-15

**\*\*Last Day to Turn in Response Paper 2\*\***

**[19] Tuesday, March 13**

Berlin, “Tuberculosis”

Coker, “Communicable Disease Control and Contemporary Themes in Public Health Law”

**[20] Thursday, March 15**

**\*\*Full DRAFT of final paper due\*\***

**\*\*Final paper due (in hard copy): Thursday, March 22, 1 pm\*\***